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ABSTRACT

This report describes the basic assumptions and orientation of the Teacher Preparation Program Council (TPPC) in setting up its 24 alternative teacher preparation programs. TPPC guidelines for programs are reported, as are practical aspects of program development. A modular curriculum abolishing semester credits is described; 100 modules are roughly equivalent to 1 semester hour. Course length reportedly varies from 2 to 12 weeks. A follow-up study on employment status of TPPC graduates is presently underway. Nine appendixes comprise 90 percent of the document. (JB)

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DEVELOPMENT OF THE TEACHER PREPARATION PROGRAM COUNCIL

Following the arrival of a new Dean at the University of Massachusetts School of Education in 1968, the size of the faculty of the School of Education was more than doubled. The old catalog was thrown out, and a "planning year" was declared. Significant expansion occurred at the graduate level, both quantitatively and qualitatively. The School moved to a non-departmental organization of centers, clusters of faculty and students sharing common interests. Unprecedented energy, creativity, and commitment were evident particularly at the graduate level. The Teacher Education Center, one of a dozen centers, found itself responsible for all teacher education, involving more than 50% of the students, almost all undergraduates, in the School. The Teacher Education Center increasingly found itself unable to deal with the great numbers of students involved; it was increasingly frustrated by its consequent inability to enjoy the creative developmental activities of other centers. Thus, in the Spring of 1970, the Teacher Education Center recommended to the School that its emphasis shift to in-service and that pre-service programs be reduced from a level of eight or nine hundred graduating students a year to two or three hundred.

The entire School reviewed the proposal of the Teacher Education Center, and then recommended that the size of teacher preparation programs be frozen at their 900 level, that the Teacher Preparation Program Council (TPPC) be created and empowered "to make policy and to obtain resources for teacher education." The School articulated a basic and a critical assumption: namely, that teacher education was the responsibility of the entire School, not simply one center or department within the School. Thus, TPPC was created with the following charge: "TPPC is responsible for all graduate, undergraduate, pre-service and in-service teacher education programs of the School. All teacher education programs must be cleared through TPPC and ...TPPC specifically has the power to accept, reject, or modify. TPPC is responsible for policy making, admissions, leadership, administrative coordination and program interpretation."

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SUMMARY

The Teacher Preparation Program Council (TPPC) in the School of Education at the University of Massachusetts offers twenty-four different teacher preparation programs, each with a different thrust created in answer to the need for teachers trained and oriented toward a specific kind of student, school, curriculum or community environment including programs for urban education, alternative schools, integrated day, and interdisciplinary education on the secondary level.

Created in the Spring of 1970, this cross-School council's deliberations led to the alternative programs approach for these reasons: 1) no one knows the best way to prepare any person for any teaching role; 2) many people are excited about and committed to ideas of preparing prospective teachers in particular ways; 3) conditions were right for the School to create a laboratory where new ideas in teacher education could be tested.

TPPC then created program guidelines calling for a rationale, a clinical experience, and a reflective component, removed constraints within Massachusetts certification, and sought School-wide involvement in the design of teacher preparation programs.

In two years, TPPC has succeeded in establishing alternative programs, countering student alienation, increasing University-School-public school involvement, integrating theory and experience, and exploring new techniques of qualitative assessment leading to program modification.

CASE STUDY

INTRODUCTION:

The School of Education at the University of Massachusetts enters AACTE's Distinguished Achievement Award competition because the School has conceived and implemented, in less than two years, an atypical but promising theoretical and administrative structure which we believe effectively addresses many priority needs in teacher education today and which is generalizable to other teacher education institutions.

Specifically, we submit as our Distinguished Achievement the concept and practice of alternative programs within a single institution and the organizational inventions to foster and support these, rather than any single program. In our appendices we do submit a sampling of programs currently in operation as evidence that the concept and organization is not just working, but working in a fashion which stimulates commitment, originality, thoughtfulness, and quality in teacher education.

To make this charge real, TPPC was given resources including all supervisory assistantships in the School (65), at least half of the teaching assistantships in the School (15 of 30), a budget (all professional travel money allocated to the School) and the right to call on any faculty member in the School to devote at least some of his or her energy to teacher education. The ten person membership of TPPC reflected the commitment to make teacher education a School-wide concern. Only three of the ten had been intimately associated with teacher education prior to the creation of TPPC. (See Appendix I).

The School created the Teacher Preparation Program Council (TPPC) in February, 1971. By April of that same year, TPPC was prepared to advertise fourteen alternative programs which would be operating the following September.

The intensive discussions and resulting decisions of the February, March, and April periods were and continue to be critical to understanding the rationale for and operation of TPPC's programs. The commitment to alternatives, development of guidelines, creation of "components", and process of program development were all crystallized during this period.

THE COMMITMENT TO ALTERNATIVE PROGRAMS

A wide variety of arguments were made in support of alternative programs. Most central in TPPC's thinking was the proposition: No one knows the best way to prepare any person for any teaching role. As TPPC interviewed many faculty members and doctoral students, it also became apparent that many people are excited about and committed to ideas of preparing prospective teachers in particular ways. The particular ways were very different depending upon the faculty member talking. The more that TPPC became immersed in discussion, the greater became the desire to create a laboratory where new ideas in teacher education could be tested while simultaneously doing a better job with our students.

A multiple-program approach appealed to TPPC for a variety of additional reasons:

(1) Students could have much greater choice in the "how, where, and for what" of their preparation. With this might come greater commitment.

(2) Programs would be smaller, increasing the potential for personalizing and individualizing, and decreasing alienation and anonymity, in spite of the institution's large size.

(3) Faculty and doctoral student commitment of time, energy, thought, and care would increase in direct proportion to the degree to which they could design, control admissions to and operate programs on their own terms.

(4) It would be vastly easier to start new programs or to terminate existing programs.

(5) TPPC would be responding directly in its training programs to the increasing differences in schools, in similar and different contexts, with vastly differing definitions of "teacher".

Reality-testing of the preceding propositions and rationales over the period of a year and a half has, if anything, reinforced their validity.

GUIDELINES

Given the commitment to multiple alternative programs, TPPC was then faced, as the policy-making and administratively accountable group, with the problem of when and under what conditions it would reject a proposed program. Or, put more positively, could it articulate a set of guidelines which could both encourage the development of very different programs and responsibly set limits and control quality? The question was answered by the following:

GUIDELINES FOR TPPC PROGRAM APPROVAL

Every program, or component, existing or proposed, will be reviewed annually and will be approved only if it meets the following guidelines:

1) The proposed program or component should have an explicit and thoughtful rationale. The rationale should include:
   a. An explanation of the goals of the proposed program in terms of teachers, learners, schools, and the wider society schools serve. (An explicit goal of combatting racism will be included.)
   b. An explanation of how the various components of the proposed programs are designed to reach the goals and how they relate to one another.
   c. A reasoned explication of the learning theory implicit in the program.
   d. An explicit statement of the terms in which the success of the program is to be assessed.
2) A major component of any program should be in the clinical area and should involve working with other learners of other ages. We do not intend that these other learners necessarily be children nor do we intend that the clinical component be necessarily designed in conformity with current student teaching or internship practices.
3) A major component of the program must be designed to help students to develop both the capacity and the inclination for reflective analysis. By this we mean essentially the ability to learn from one's experience. It implies learning of a second order - an ability to reflect not only upon one's own behavior but about the assumptions upon which one's behavior is based.

It will also explicitly define how Massachusetts certification requirements will be met.

One year later, TPPC reviewed these guidelines, and made one significant addition to guideline la.:

"An explicit goal of combatting racism will be included."

This statement made explicit what had been implied by la., and it created congruence between a stated major goal of the School of Education and the goals of the teacher preparation programs.

TPPC also made explicit some quantitative and qualitative criteria which would be used in allocating resources to programs:

QUANTITATIVE

1. number of F.T.E. students served.
2. non-TPPC resources committed to the program.
3. faculty participation at a major level.
4. extent to which students are served internally within the program (rather than "farmed out")

QUALITATIVE

1. quality of advising, supervision, and program administration
2. potential effectiveness in addressing racism
3. demonstrated or potential success in job placement for graduates
4. innovativeness or exemplariness
5. reality of integration with specific school sites
6. positive student feedback (from existing programs)

COMPONENTS

Components were "invented" in February to solve a problem created by a multiple alternative program approach. The problem: as programs multiply and the numbers of faculty in any one program thus decrease, it becomes increasingly difficult for the staff in each program to embody all the skills which the students feel they need or which the staff thinks should be available. Thus, components, offerings

specifically designed for prospective teachers and available to students in all programs, were designed.

The "Methods Potpourri" is an excellent example of such a component. Oriented toward prospective elementary teachers, it is a "course" which contains, at any given time, approximately ten different modular methods offerings which students can elect. (Described briefly in Appendix II, the potpourri represents a unique and well-received approach to methods. It is presently the subject of at least one dissertation in teacher education.)

PROGRAM DEVELOPMENT

By the end of February, the 10 members of TPPC embraced a concept, had some guidelines, had thought about components, and wanted to have new programs developed and operating by September. The question was then one of maximizing involvement of others. TPPC decided to remove as many constraints as possible on prospective program developers, then to seek involvement through publicity and enticement rather than coercion (which it was empowered to exercise.)

A. Removing Constraints

Given the security of guidelines and the rationale for alternatives, TPPC abolished all existing School of Education requirements for students and invited programs to establish their own. Several courses thus no longer were guaranteed massive student enrollments, much to the chagrin of a few professors. More important, however, prospective program directors now had more freedom to define, on their own terms, how students electing their program could or should spend as much as a full year and a half of their undergraduate lives.

State certification requirements were also a real constraint due less to their restrictiveness than to the manner in which they had been applied. (See Appendix III). Historically, transcripts had been reviewed. Only if proper

course titles and numbers appeared would the candidate receive Massachusetts certification. Given TPPC's timetable and the complexity of the University bureaucracy in approving new courses, TPPC wanted new programs to be able to use existing experimental course numbers which the School controlled but which did not sound like certification-satisfiers. An expedition to Boston produced cooperation and the desired results from then State Education Commissioner, Neil Sullivan and David Fitzpatrick, Director of Certification. Both agreed that, if TPPC would attest to the fact that each program met certification requirements, successful graduates of the programs would be eligible for certification even if the transcripts did look atypical. Thus, a major constraint was overcome.

Design and implementation of several programs by graduate students who might be at the School for only one or two years could have been seen as leading to a lack of continuity. However, TPPC decided that each program would be supported or maintained through one full cycle, thus making undergraduates secure in choosing a program and encouraging graduate students toward program development. People could try out ideas without casting that idea in concrete.

B. Seeking Involvement

Homework done, TPPC went to the faculty and doctoral students of the School with a variety of messages and communiques, the first of which follows:

* * * *

THE TPPC HAS DESIGNS FOR YOU!

DO YOU HAVE DESIGNS FOR TPPC?

...25 ideas for stimulating your construction of alternative Teacher Education designs --

1. Focus on teaching a specific population (prisioners, elderly, minority group, disabled, disturbed, other nationalities).
2. Include multiple field experiences.
3. Base program on the study of a small number of children and their families and communities over a four year period.
4. Emphasize specialization in an instructional mode, a disciplinary or transdisciplinary area, or an educational philosophy.
5. Build program around new partnerships with schools, museums, camps, businesses, hospitals, day care centers, park districts, trades...
6. Develop a four-years plus three summers program ending with a Master's degree.
7. Locate program in regional education centers where several teacher education institutions share responsibility and collaborate.
8. Create a Five-College teacher education program for undergraduates.
9. Include experience in a completely new culture as a basis for understanding one's own.
10. Make in-service during first year on-the-job part of program requirement.
11. Prepare teams, undergraduate and graduate, pre and in-service, including teachers, counselors, administrators.
12. Have participants live with families in communities where they will teach.
13. Design all offerings with two parts: theory and clinical application.
14. Use training models for other professionals as a new teacher education paradigm.
15. Involve parents and students as teacher educators.

16. Teach teachers to teach prospective teachers and teachers.
17. Employ research results, thematically organized, with extensive clinical experience, as a program core.
18. Adapt Outward Bound to become a total preparation program.
19. Expand and include the micro-teaching and strength training concepts.
20. Apply simulations and games extensively.
21. Contract with a large school system to prepare teachers to meet mutually agreed upon specifications; employment guarantee upon successful completion.
22. Masculinize elementary teaching.
23. Make teachers more interesting by requiring intensive involvement in unlikely experiences.
24. Establish educational centers throughout the world with youth hostels for residents.
25. Develop a pre-commitment orientation program including field work, simulations, demonstrations, encounters, discussions, readings...

WHAT IS THE TPPC?

PEOPLE, committed to the proposition that the School wants and can have a superior range of teacher education programs.

The TPPC (Teacher Preparation Program Council) encourages the development of ALTERNATIVE APPROACHES TO TEACHER EDUCATION within this School. NOW!

To help, TPPC will:

I. SOLICIT proposals for innovative programs and program components from centers, groups, and individuals.

II. FACILITATE both proposal development and implementation by providing resources and services.*

III. EVALUATE and approve proposals.

*WHAT DOES THE TPPC HAVE TO OFFER YOU?

Minimum TPPC resources include:

1. All supervisory assistantships in the School
2. Half of the teaching assistantships in the School
3. All services of the student teaching placement office
4. Full cooperation of and services from the undergraduate advising office.
5. The total travel budget allocated to supervision
6. Secretarial services at least at the present teacher education level
7. A publications-communications-phone budget at double the present teacher education level
8. A full time staff assistant or associate
9. At least 50% release time from other duties for the Chairman
10. Full cooperation of and services from all Centers and Programs in the School.

I (WE) HAVE

_____ a wild idea

_____ interest in designing a component

_____ a design for a teacher education program

_____ great interest but don't know how to get started

_____ a program already

Name(s) _____

Tel. No. school: _____

home: _____

Please return this form to Dick Clark's mailbox.

The TPPC will contact you within 2 days.

Comment:

* *

In addition, TPPC members individually contact people whom they thought might be interested. Finally, faculty and doctoral students had not forgotten that involvement in teacher education meant they might have some claim on resources in the School

PROGRAMS

By the end of April, 1971, TPPC was announcing 14 Alternative Programs to students for their examination and choice. Today, the School of Education offers twenty-four different teacher preparation programs. Each of these programs has a different thrust, created in answer to the need for teachers trained and oriented toward a specific kind of student, school, curriculum or community environment. (See Appendix IV).

There are programs directed toward preparing teachers to work with particular groups of children. Omnibus works with school push-outs, the Eleven Plus Project with early adolescents, the Fitchburg Exchange in Special Education with the mentally retarded and the emotionally disturbed, Media Specialists for the Deaf with the hearing impaired.

Alternative public schools, urban schools, and other special types of schools provide the focus for several programs. Other programs such as the Mark's Meadow and Amherst Elementary are built around a site, a particular school or set of

schools in which students spend much of their time.

Developing and learning to use a new curriculum is the aim of both the Future Studies and the International Education program. There are also programs with specific discipline orientation in the areas of math, science, social science, English, and agriculture.

Other programs, like Horizons and Cooperative Education, focus on a particular way of teaching; METEP and Mark's Meadow prepare teachers to work in open classrooms.

There are programs built around the way the directors think that undergraduates best learn to be teachers. METEP and Reading Specialists use performance criteria. A student in Explorations is expected to create his own objectives for whatever he chooses to do. An Outward Bound experience is part of the Alternative Schools program.

A sample of individual program descriptions as submitted to and approved by TPPC is included in Appendix V. Also included is a copy of the newsprint booklet announcing TPPC programs to students last Spring.

COMPLETELY MODULAR CURRICULUM

The alternative TPPC programs were reinforced last Spring by the School's decision to implement a completely modular curriculum effective September 1, 1972. Abandoning the idea of the semester as a beginning and termination point for course work and the unit of credit as the evaluative and descriptive base, the School of Education moved to a variable time frame and a modular evaluative and descriptive measure. This kind of flexibility permits learning experiences to start and end continuously throughout the school year. Each learning experience is assigned modular credit with 100 modules being roughly equivalent to 1 conventional university credit.

Some learning experiences might be a semester long while others might be but two weeks or a weekend or one hour in length and carry appropriate proportional

modular credit. This kind of schedule has several distinct advantages: it avoids the tendency of some instructors to stretch material to fill the semester time frame; it permits learning experiences to be added throughout the semester; and it provides for multiple entry and exit points in a series of learning experiences. Further, a student's transcript is far more descriptive than before because each set of modules taken is described and printed out. (See Appendix VI).

Taking advantage of modular scheduling, instructors have restructured the number, variety and content of the learning experiences offered in their programs. A fine example of the use of modular flexibility is the Methods Potpourri. Here a variety of 5 or 6 week methods modules are offered, using a wide range of approaches, each geared to provide the teacher with the how, what, when and where of classroom techniques. The topics range from making low or no cost science equipment to language arts in the open classroom.

The modular system has legitimized and provided considerable administrative support for what many TPPC programs were attempting to do prior to its implementation. It has also substantially increased students' access and exposure to a variety of faculty who, under a standard 3-credit course system, would not have been available to most undergraduates due both to faculty and student time pressures.

SOME RESULTS

TPPC has reached the goals it established less than two years ago. Alternative programs exist. Organizational mechanisms are working. Students are substantially more satisfied with their experience at the School. Increased numbers of faculty and doctoral students are involved. Relationships with schools and school systems are more systematic and positive. For the first time, more school systems are seeking TPPC's student teachers than can be provided.

NCATE's visiting team last Spring extended its stay an extra day to review most of the TPPC programs. In speaking of one of our programs, they said,

"It should be noted that the institutional report does not do justice to the scope and depth of the program." Accreditation has been given.

Some additional results may be of interest.

A. PROGRAM ASSESSMENT AND REVISION

A seminar for TPPC program staff called "Design and Evaluation of Teacher Preparation Programs" was initiated in September, 1971, and continues today. Looking at the design of programs, their goals and related components has proven to be a highly effective assessment process. The seminar has been a facilitating mechanism for designers and other staff to work at articulating, assessing and modifying their programs.

For many programs, modifications have been extensive. The MAT program has become, through a series of metamorpheses, the Education and Community Service Program. Learning experiences have been changed, dropped or added. The Off-Campus program's pre-practicum has shifted emphasis from a typical "foundations" course to an introduction to the student teaching sites and their particular issues taught by a combination of faculty and interns returning from those sites. Commitments, goals, and staff behaviors have all changed in the assessment process. No program which started in 1971 remains exactly the same in 1972.

Programs have, of course, used many individual instruments for assessment which range from student questionnaires, to intense retreats, to methods of testing individual program directors' goals like "knowing every student well."

TPPC has also participated in and encouraged assessment across programs. With the help of the seminar, a comprehensive questionnaire was created and administered to all students in TPPC programs (See Appendix VII). An exploration of the present employment of the first set of graduates from TPPC programs is in progress.

To aid programs, to guide TPPC, and to add to new knowledge of teacher preparation, TPPC is encouraging research projects and dissertations on various dimensions of the alternative programs. To facilitate interaction between students and faculty interested in teacher education, TPPC's research, development and dissemination arm has published for the School community a list of the dissertations in progress on any of the TPPC programs. A second list articulates TPPC goals which is providing impetus for further assessment work (See Appendix VIII). TPPC hopes to provide access to data, programs, and faculty for students and personnel from other institutions who are interested in exploring the various dimensions of these experimental programs. In December, TPPC will sponsor a workshop for faculty, students, and interested outsiders on methods for qualitatively evaluating complex programs such as those sponsored by TPPC.

B. INVOLVEMENT

One guideline of TPPC programs states that the clinical and theoretical activities in teacher education should be more closely combined. Results have been varying but encouraging. In two cases, program directors or co-directors are, in fact, public school administrators. Excellent public school teachers working in the area have been hired to offer learning experiences within the context of our "Methods Potpourri". The Vice-Principal of Amherst Senior High School, now officially designated the coordinator of all interns teaching in his building, offers the general methods seminar which is run concurrently with the student teaching. In the Mark's Meadow (TEPAM) program, the entire faculty of the school, supplemented by 3 teaching assistants, is the faculty of the teacher preparation program there. The Education and Community Service Program expands this involvement notion, defining not only schools and school personnel as vital resources for trainees, but also other agencies in the community and

people working in those agencies.

With the alternative program structure, TPPC has sought to encourage much greater faculty participation from other departments in the University. Some departments have actually proposed and created their own teacher preparation programs. Other departments, such as English, have collaborated with people in the School of Education and redefined their major for students interested in teaching in secondary schools such that the preparation that they get is more congruent with the knowledge and skills needed for secondary teachers. As programs proliferate, individual program staffs increasingly realize that they cannot be all things to all people within their programs. As a result, increasing numbers of faculty members within the School of Education who are involved with directing programs are reaching out to other departments in the University for their help in designing and providing offerings needed within the context of the particular program. Most recently, for example, the department of Environmental Studies has been approached and agreed to develop courses in Environmental Education which will give access for our students to a content area sorely needed.

C. FURTHER OBSERVATIONS ON "SMALLNESS" WITHIN TPPC

Encouraging a larger number of programs resulted in smaller programs ranging from 10 to 225 students and increased the opportunity for students to know one another and the faculty with whom they were working (See Appendix IX). Smaller groups within some programs are utilized for advising, support, peer supervision of student teachers, and job placement. It is clear that peer relationships are enhanced through smaller groups of students.

Smaller numbers of persons in programs maximize <u>other</u> relationships in addition to those personal relationships among students and staff. A small program cannot

provide all things for itself in the same sense that a large department can. It must interact with and utilize the resources of the rest of the School and the University. As program directors have become advisors for their students' entire university program, they have explored and understood the University as they did not before when advising on University requirements and courses was the province of a few graduate assistants isolated in one room.

A sense of community has grown within programs not only because they are small, but also because they have power; because they, students and staff, make many decisions for themselves. Because directors control so many variables, they can build in reinforcing alternatives which move faster toward change than one alternative operating within a constraining field. When a program defines its admissions criteria and process, time frame, goals, and distribution of travel funds, there is more likely tc be a sense of commitment to those processes and objectives.

D. PRACTICAL-THEORETICAL LINKS

As programs develop more explicit goals, they also develop clearer criteria about what kinds of field experiences in what kinds of sites are most appropriate for their students. One of the most interesting and dramatic illustrations of the reality of TPPC's alternatives may be gained through an analysis of different ways in which practical experience is used and integrated into the total conception of individual programs. Dimensions of difference in field experiences include:

Short vs. long term
Gradual vs. total immersion
Early vs. late in program
local vs. national and international
residential vs. commuting

On-site vs. pre vs. post-methods
Direct (interning) vs. indirect (Outward Bound)
Traditional supervision vs. several new patterns
Single vs. multiple experiences

The list could continue. The above are real, studiable, and one example of what many at the School are now examining.

Historically, teacher education programs have armed students with an abundance of theory, methods, content, etc., all pointed in the direction of a terminal field experience -- the internship or student teaching. Indeed, this was the terminal experience in the preparation of teachers, for upon its successful completion, prospective teachers were certified and sent out to find their way in the world of education. Increasingly, TPPC programs are tending to turn this conception around and emphasize early field work as the reality base to which the theoretical can be linked and from which it can derive far greater meaning.

APPENDICES

TPPC submits as further supporting material those appendices referred to in the preceding text. TPPC reiterates that it enters AACTE's competition for its achievement in conceiving, designing, implementing, and administratively supporting a teacher education program which provides multiple alternative programs to students, a host of studiable alternatives to the profession at large, and a generalizable model for other institutions.

TPPC does not include a list of the scores of visitors who have come, looked, listened, liked or disliked its approach; a list has not been kept. Several publications are now in process on the experience of the past two years; the Phi Delta Kappan will feature TPPC in its alternative schools issue this winter.

The sample programs attached are included not as individual entries, but as evidence that the TPPC concept is a reality at the School of Education at the University of Massachusetts.

APPENDIX I.

TPPC's Mandate from the School Council

Charge and Authority

TPPC is responsible for all graduate, undergraduate, pre-service and in-service teacher education programs of the School. All teacher education programs must be cleared through TPPC, and the TPPC specifically has the power to accept, reject, or modify.

TPPC is responsible for policy-making, admissions, leadership, administrative coordination, and program interpretation.

Given the School's commitment to approximately 2,000 undergraduate education majors, 1,700 prospective secondary teachers, and 900 entering students each year; given the fact that TPPC will be held accountable for the quality of all teacher preparation programs, and given the fact that TPPC has no faculty explicitly allocated to it, the TPPC, as needed, may utilize some staff resources of the Centers and Programs necessary for the development and operation of teacher preparation programs.

Resources

Minimum resources will include:

1. All supervisory assistantships in the School.
2. Half of the teaching assistantships in the School.
3. All services of the student teaching placement office.
4. Full cooperation of and services from the undergraduate advising office.
5. Travel budget allocated to supervision.
6. Secretarial services at least at the present teacher education level.
7. A publications-communications-phone budget at double the present teacher education level.
8. A full time staff assistant or associate.

9. At least 50% release time from other duties for the Chairman.

APPENDIX II.

THE METHODS POTPOURRI

The Methods Potpourri is designed to provide students with a wide range of options for fulfilling their methods needs. The courses that make up the Methods Potpourri cover an extremely varied range of topics, any one of which could be a valuable part of their preparation for teaching.

There are two periods of course offerings in the Methods Potpourri. Each period lasts for six weeks and contains as many courses as needed to accommodate all students enrolled in the Methods Potpourri (usually between 12 and 15). Each course is worth 100 modules or one University credit. Students will divide the total number of credits they are taking as equally as possible between the two periods.

Students are free to choose the courses they feel will best prepare them at this time for their role as a teacher. They are not required to take any particular course, but we do advise them to consider carefully the strengths and weaknesses of their preparation to this point and chart a course through the Methods Potpourri that will most benefit them.

While we cannot tell them in advance exactly what each course is like, we try to give them as much a description of each course as we can for them to base their choice upon. Many of our courses are repeats of past courses and will be repeated because their peers felt they were worthwhile.

We do not guarantee that we will be able to satisfy 100% of everyone's needs within the Methods Potpourri. In fact, we'd be surprised if we did this for anyone! We will have a limited enrollment for each of the courses to insure that small group instruction can be given. Beyond this we try to assign students to classes as equitably as possible.

A major goal of the Methods Potpourri is to place students in contact

with exciting teachers who are presently or have recently been in actual classrooms. For this reason there is an emphasis on in-class activities and less emphasis on activities outside of class.

Students are expected to complete the number of modules they sign up for, but if this is not possible, credit is given for those modules completed.

APPENDIX III.

The Commonwealth of Massachusetts
DEPARTMENT OF EDUCATION
BUREAU OF TEACHER CERTIFICATION AND PLACEMENT
John P. McGrail, *Director*

CERTIFICATION OF PUBLIC SCHOOL PROFESSIONAL PERSONNEL

Requirements under General Laws, Chapter 71, Section 38G

1. Proof of American Citizenship.
   A birth certificate or a registrar of voter's certificate, or other valid proof of U.S. citizenship should accompany application. In case of change of name, submit a copy of court decree. Married women should also submit a copy of marriage certificate.
2. Proof of Good Health.
3. Proof of Sound Moral Character.
4. Proof of possession of a bachelor's or higher earned academic degree, or graduation from a four year normal school approved by the Board of Education. Official transcripts or photostatic copies of records stamped with college seal must accompany application.
5. Proof that applicant's preparation included the minimum number of semester hours of undergraduate or graduate credit in courses approved for the certificate requested, as listed below.
   (Education courses must be so listed in catalog or official letters or publications of the college. In case of question regarding specific courses, applicants should submit evidence to substantiate claim.)

   a. *Elementary School Teacher*

   (Kindergarten through Grade VIII) – 18 semester hours in Elementary Education. Not less than 2 semester hours must be in supervised student teaching in the elementary grades. The remaining semester hours must include courses covering 2 or more of the following areas:

   Educational Psychology, including Child Growth and Development
   Philosophy of Education
   Methods and Materials in Elementary Education
   Curriculum Development in Elementary Education

   b. *Secondary School Teacher*

   (Junior and Senior High Schools) – 12 semester hours in Secondary Education. Not less than 2 semester hours must be in supervised student teaching in the secondary schools. The remaining semester hours must include courses covering 2 or more of the following areas:

   Educational Psychology, including Adolescent Growth and Development
   Philosophy of Education
   Methods and Materials in Secondary Education
   Curriculum Development in Secondary Education
   18 semester hours in major subject field or fields.

   c. *Special Subject Teacher* in Elementary and Secondary Grades, including Junior High School, e.g., Art, Business Subjects, Home Economics, Industrial Arts, Music, Health, Physical Education, Reading, Driver Education, Speech.
   12 semester hours in Education. Not less than 2 semester hours must be in supervised student teaching at the appropriate grade level. The remaining semester hours must include courses covering 2 or more of the following areas:
   Educational Psychology, including Child or Adolescent Growth and Development
   Philosophy of Education
   Methods and Materials of Teaching Special Subject Field
   Curriculum Development in Special Subject Field
   18 semester hours in the special subject field.

   d. *Teacher of Special Schools and Classes*

   30 semester hours of Education approved for the preparation of Special Class Teachers covering the following areas:

   Psychology of Subnormal and Unadjusted Children
   Industrial Arts and/or Crafts
   Special Class Methods
   Educational Measurements
   Supervised Student Observation and Teaching
   N.B. Regularly appointed teachers with 3 years of classroom experience may qualify upon completion of 12 semester hours as follows:

   Psychology of Subnormal and Unadjusted Children
   Special Class Methods
   Educational Measurements
   Industrial Arts and/or Crafts or Domestic Arts

   e. Requirements for certification in the classifications listed below will be mailed upon request, but it should be noted that a teacher's certificate valid for service in Massachusetts and appropriate to the certificate desired is a prerequisite for each.
   Teacher of Speech and Hearing Handicapped
   Guidance Counselor and/or Director
   Elementary School Principal
   Secondary School (including Junior High) Principal
   General Supervisor
   Special Subject Supervisor
   School Librarian
   School Psychologist
   Assistant Superintendent of Schools
   Superintendent of Schools

A candidate who lacks the practice teaching required for a certificate may submit evidence of one semester's successful teaching experience in lieu of practice teaching. Such evidence should be in the form of a letter from the superintendent or principal under whose supervision the teaching was done. It should be noted that the teaching must be on the appropriate grade level as a full time employee of a school system. Not more than three semester hours of credit may be allotted for this teaching experience.

Teaching experience in a departmentalized seventh and eighth grade elementary school is considered as acceptable teaching experience towards a secondary school certificate.

Application must be made on approved form obtainable at division office or from any Massachusetts superintendent of schools. Application, accompanied by supporting credentials, should be mailed to the Director, 182 Tremont Street, Boston, Massachusetts 02111.

APPENDIX V. (A)

A PROPOSAL FOR ALTERNATIVE TEACHER TRAINING FOR TEN TPPC UNDERGRADUATES

A BRIEF STATEMENT OF PROBLEMS AND PURPOSES:

The "winter Cape" is in many respects a community of isolated people. From Memorial Day until Labor Day the year-round residents of the Cape devote their energy to making enough money to last through another winter. The rest of the year is devoted to recuperating from the last "season" and anticipating the next. Cape schools have truancy rates comparable to ghetto schools. The school systems are by and large traditional and conservative. Truants and other "trouble makers" are often seen as chronic problem students both by themselves and school personnel. A great deal of evergy is invested in catching "hookers" and disciplining "troublemakers." Yet, there is a recognition by some Cape educators that schools are not meeting the needs of many of the people they are intended to serve. So much energy seems to be expended in the maintenance and enforcement of the existing system that none is left to analyze the problem and invent alternatives designed to address it. We believe we have developed an alternative which will:

a) provide an alternative learning experience to a limited number of high school age people in the Bourne, Barnstable, and Falmouth areas;

b) provide a rich learning experience and valuable training for ten TPPC undergraduates;

c) provide structures to re-integrate students and adults in the community we serve;

d) provide an educational model which integrates concepts of vocational education, academic learning, community service, apprenticeships, and which serves to bridge the so-called generation gap.

WHO ARE THE PEOPLE INVOLVED?

Reticom Projects, Inc., is a non-profit private corporation operating in Monument Beach, Massachusetts. Janus House, an extension of Reticom, proposes to contract with the superintendents of schools and/or school committees of Bourne, Barnstable, and Falmouth to provide an alternative educational experience for 25-30 high school aged people from these districts. The school will be staffed by a co-director salaried by school funds, another co-director salaried by Janus House, 10 undergraduates recruited through the auspices of TPPC, 25-30 mentors (local adults who agree with the students and the school to apprentice the students), and consultants recruited primarily from the attached resource list. We propose Ms. Dorcas Miller as the school-funded co-director and Mr. Larry Linker as the Janus House co-director. (See attached resumes.) The co-directors will have immediate, continuous back-up support services from Mrs. Jean Carmel, Director of Janus House; Mr. Charles Fauteaux, Program Director of Janus House; and Mrs. Sandy Linker. (See attached resumes.)

PROGRAM DESCRIPTION AND RATIONALE

GOALS:

Our goals are based on the philosophical assumption that, for many people, relevant learning is community-based learning. We propose to serve "alienated" and "problem youth," that is, high school kids who have little or no use for school, who are truancy or discipline "problems," who feel somehow disconnected from the people and institutions of their community. For these people we feel that the most relevant learning is learning which re-connects them to their social context. We aspire to demonstrate that teachers can best teach the disaffected youth through implementing a collaborative learning effort that is designed to meet the needs and wants which are jointly agreed upon by the student and the teacher. We intend to show that it is both feasible and desirable to include lay educators---adults who are not teachers per se but who have skills and knowledge wanted or needed by students---in secondary (or primary) learning programs.

GOALS FOR THE TEACHER:

The teachers are 10 undergraduates from TPPC; our goals for them are:

a) that they identify their own learning goals for two semesters;

b) that they collaborate with the staff to plan a program to meet these goals in terms of field experience, academic knowledge, and personal growth;

c) that they agree in advance to general learning and working goals which we already have in mind for them:

1) co-operative living and working; specifically, we envision them living together in two co-op houses and we plan for them to teach in teams;

2) development of group dynamics and group training skills;

3) learning and utilizing skills in resource identification (both human and other resources) and development, so as to become links between the community resources and their students;

4) development and sharpening of skills in discovering what they already know, identifying what they want and/or need to know, discovering ways to get the knowledge and information, and exploring ways of making this problem-solving "methodology" useful in other areas of the community. In addition we hope to teach the undergraduates how to teach this to their students in the school;

5) development of "bridging skills," i.e., skills designed to reconcile people who have similar goals and interests but who have divergent points of view. The task is to facilitate acceptance of divergence while simultaneously facilitating collaboration on goals and interests.

GOALS FOR THE STUDENTS

The students will be 25-30 high school age people who are seen either by themselves or by others (preferable both) as "disaffected," "alienated," or "problem" students. Our goals for them are:

a) that they work with staff/consultants, and teachers to identify their own present status, i.e., each will determine how he/she now perceives self as a person, as a learner, as a member of the community, and as a creative producer. This is both an initial and a continuous goal.

The student will meet periodically in support/learning teams to review and examine their "present status."

b) to work with staff and teachers to identify and develop plans and dreams for his/her learning, growth and development. This is seen primarily as identifying how he/she would like to perceive self as a person/learner/member of community/productive doer. Again these goals, dreams, and fantasies will be review and updated continuously in the support/learning team.

c) to work with staff teachers and consultants (where appropriate) to develop a learning program which is operable, which meets learning needs, which makes sense in terms of the tension between present status and goals and those to which he/she is committed. This learning program will be the curriculum for each student. The learning program is flexible in that it is primarily individualized, subject to review in light of changes in present status and/or goals.

OUR GOALS FOR THE STUDENTS ARE:

a) to re-integrate them into the community so that they come to be seen as people rather than problem youths;

b) for them to experience learning and education as relevant and connected to experience, existence, and their daily lives;

c) for them to develop a fuller sense of self, self-worth, and self-responsibility;

d) for them to develop the ability to demonstrate and validate (c) above within the context of their community;

e) for them to develop both general and specific skills (i.e., both knowledge and knowledge of the utilization of knowledge) which make sense to them and which validate (c) and (d) above;

f) for them to receive official support for their time in this program. We want them to receive a high school diploma or its equivalent for seniors and one school year credit for others;

g) for them to develop survival skills. This is a broad area having mainly to do with how to be who you are in a validating and self-actualizing rather than a self-destructive manner.

GOALS FOR THE SCHOOLS AND THE LARGER COMMUNITY:

Vis a vis the community, we hope to:

a) reduce the tension between "problem" youths and the community. We hope to demonstrate that "problem" youth are people with problems rather than "problem people." (For an interesting discussion of such differentiations cf. R. D. Laing, Self and Others, Pelican, 1970. Chapters on "Attributions and Injunctions" and "False and Untenable Positions" are particularly relevant.)

b) facilitate interrelationships between school, school kids and the community which are intended to break down the us/them view and foster a situation in which all participants see themselves as part of an interdependent collaborative relationship. In effect, this means we intend to foster a sense of community among the people and the institutions of the "winter Cape." We view this task as formidable but not impossible.

c) reduce truancy and discipline problems;

d) provide alternative learning situations for students who are now felt as burdens by the schools and who see school as a burden;

e) demonstrate that "it"---the concepts of this proposal---can be done.

PROGRAM COMPONENTS:

TPPC Undergraduates: The primary program component which we offer the then TPPC undergraduates is an incredibly rich field experience. They will work daily with a wide variety of people, including the students in the program, the adults in the community who will serve as mentors, the school staff, Janus House staff, and residents of Janus House, as well as interacting with a range of consultants on a shorter-term basis. They will have hassles, headaches, frustrations, and failures; they will also have incomparable challenges, support, validation, and successes. Each will be able to design his own conceptual learning program to augment the field experience. The staff of the school and support services unit at Janus House each have training and experience as counsellors and/or therapists. TPPC's who desire counselling regarding program design will have the option of working with the staff or support unit, or of utilizing some other counselor, either within the support/learning team with or/outside consultants.

Conceptual learning experiences can be had in a wide variety of ways, and from many sources. The school will be able to tap into any one listed on the attached human resources sheet (which is only a partial list of the resources already available) and to any person or institution listed on the Cape Cod resource sheet. For those interested in certification, we have tentative approval from the Bourne schools for 6-8 practice teaching slots and will explore the with/superintendents from Falmouth and Barsntable the possibilities of other internships. Practice teaching

would necessarily be spread out over the two semester period in order to leave the TPPC'er major time to devote to his/her support/learning team.

We have also budgeted $4000 for travel, to include both area travel and field visits. Educational and cultural events, including those in Amherst and Boston, will be an integral part of the program and field trips will be scheduled on a regular basis.

With respect to more conceptually oriented material, on-going one semester courses in Methods, Educational Psychology, Curriculum Development, and Counselling can be arranged as independent studies. (Larry and Sandy are doctoral candidates at the University of Massachusetts; Dorcas has applied for admission to the Ed. D. program for September 1972. Dr. David Flight, Dr. John W. Wideman, Dr. Susan LaFrance, and Dr. Donald Carew have tentatively agreed to facilitate and supervise such independent study contracts.) In addition, modular experiences in topics ranging from pottery to political science, from art to autism, from organizational development to early childhood development, drom dramatics to psycho-drama can and will be arranged on a regular basis (at least monthly) from the attached list of consultant resources. Also, TPPC's can opt to attend and participate in any of the many workshops sponsored by Janus House, or they may work out special learning experiences with the people or institutions listed under Cape Cod Resources. We believe that if the undergraduate student wants it, we can get it for him/her WHOLESALE!

Students: The primary component of this program for the student is the self-discovery, self-confrontation, self-renewal process. The support/learning teams will function as on-going micro-labs with supervised peer support, peer counselling, group gelp with individual goals, problems, etc. Our intentions are to create a collaborative learning environment which encourages both individual responsibility and sensitivity to the wants, needs, aspirations, problems, and unique capabilities of others. The student will be counselled continuously. We intend to employ to some extent the principles of the Blanchard/Hersey "Life Cycle Theory of Management." For example, students who show the need for autonomy will be loosely supervised and given opportunities to take responsibility for their own learning programs. They will at the same time be given the opportunity to discuss problems (or for that matter, anything of importance to them) with their teacher and support/learning team. Those who demonstrate the need for closer supervision and counselling will be given those things and will also be encouraged and trained to begin developing self-motivation and self-responsibility.

Another major component of the student's program is the apprenticeship. Students will be urged, though not required, to develop for themselves a skills learning goal. This skills learning goal will be matched to an adult (mentor) in the community, identified either by the student (with advise and consent of both the mentor and the teacher) or identified by the teacher (with agreement from both mentor and student). Mentors will be encouraged to take the student "under their wings." With con-

tinuous help from the teachers, staff, and consultants, the mentor will not only train the student in his/her particular skills area, but will also demonstrate a continuing interest in the student's practical, personal, skills, conceptual, moral and spiritual growth. In a sense, the mentor becomes a parent surrogate as well as a craftsman or professional from whom to learn a skill. We feel that this particular program component is difficult, risky, and crucial; and that it has the potential of a very high pay-off in terms of re-integrating the student into the community and bridging the "generation gap."

The students will also have access to each of the learning experiences available to the teachers. They will be encouraged to participate in a wide variety of modular learning experiences. Money will be available for field trips to educational and cultural places and events. The educational value of such experiences seems self-evident. Should further explanation be necessary, we will be happy to present the formalized theory behind the design.

EVALUATION:

We propose to use, and have already begun using, the Fortune/Hutchinson Model for Evaluation. This methodology provides not only a means for developing relevant and useful means of evaluation, but offers a structure for developing program goals, analyzing data, and utilizing resources. This method is of particular merit because:

a) it emphasizes operationalizing concepts and making the goals explicitly behavioral and measurable;

b) it is based on the concept of on-going evaluation, in order that the decision-makers may constantly check where they are in relation to the stated goals;

c) it structures flexibility, allowing the decision-makers to redefine goals and activities when appropriate;

d) it offers a conceptual framework for dealing with both the immediate environment of the school and its design, and the broader environment of life goals and means for fulfilling them. This fourth aspect of the model is particularly important, as we will be training the TPPC's (and to a smaller extent, the students) how to utilize the principles and techniques in relation to other aspects of their life.

CAPE COD RESOURCE LISTING

(SELECTED LIST)

American Friends Service, Cambridge, Mass. (Emphasis on social change)

American Red Cross, Hyannis

Artist Guild, Falmouth

Association for the Preservation of Cape Cod (ecology, conservation, etc.)

Barnstable Community Clinical Nursery School

Barnstable Housing Authority

Beverly School for the Deaf

Cape Cod & Islands Food Co-op

Cape Cod Assn. for Retarded Children

NAACP of Cape Cod

Center for Visual and Performing Arts

Cape Cod Chapter, Massachusetts Archeology Association

Cape Cod Community College

Cape Cod Conservatory of Music and Arts

Cape Cod Council of Churches

Cape Cod Crafts Co-op

Cape Cod Writers Conference

Chatham Drug Action Committee

Bob Livingstone, Marine Bio-Laboratory

Chambers of Commerce (Bourne, Cape Cod, Falmouth)

Children's School of Science, Woods Hole

Community Action Committee of Cape Cod and the Islands, Hyannis

Crossroads Coffee House, Hyannis

Falmouth Psychological Testing Center

Falmouth Public Schools

Falmouth Emergency and Referral Service

Harwich Junior Theater, West Harwich, Mass.

Harwich Winter Theater

HELP of Cape Cod

Janus House

Legal Services of Cape Cod and the Islands

St. David's Mission House

Operation Mainstream

Parents School for Atypical Children

Recycling Organization of Falmouth

Cape Cod Regional Vocational School

Yarmouth Youth Commission

Handi-craft Workshop for Cape Cod

Falmouth Artists Guild

Marine Biological Laboratories Aquarium, Woods Hole

Oceanographic Institute, Woods Hole

Barnstable County Jail

Provincetown Free University

Craigville Conference Center

Falmouth Historical Society Museum

Falmouth Family Planning Service

Soil Conservation Service

etc.

People Resources

Dr. William Bruff	Psychologist	Director of Martha's Vineyard Mental Health Services
Dr. Richard Bracco	Psychiatrist	Developmental Consultant, Dept. of Mental Health, West Virginia
Dr. Charles Brown	Educator	Director, Center for Educational Leadership (Ford Foundation) Cambridge, Mass.
Dr. Bruce Baker	Psychologist	Professor, Harvard; developing modules for working with retarded children.
Alminina Barbara	Lawyer	Specialty, People's Law; Poverty Law
Marvin Bensen	Former H/S Principal	Director of Halfway house for schizophrenics, Rockford, Ill.
Dr. David Cantor	Psychologist	Boston Family Institute
Karen Shayette	Disciple of the Maharishi	
Betty Bopp		Director, Harwich Children's Theater
Jim Rippee	Sculptor	Director, Halfway House
Bill Wyman	Artist	Boston School of Fine Arts
Dr. Albert Fesso	Psychologist	Psycho-motor therapy Institute, New York City
Dr. Jean Namesh	Social Psychologist	Judge Baker Clinic, Glouster, Ma.
Al Harrington	Juvenile Officer	Bourne
Don Price	Juvenile Officer	Falmouth
Hank Dihbert	Juvenile Officer	Barnstable
Dr. William Sugden	M.D.	D.N.A. Laboratories, Cold Spring Harbor, N.Y.
Dick Sperry	Consultant	Synectics, Inc., Cambridge, Ma.
Dr. Fred Hinman	Psychologist	Director, Region III, Mass. Dept. of Mental Health (politics of mental health)
Donald Harrington	Sociologist	Center for Democratic Studies, Santa Barbara, Calif.
Elenor Hancock	City Councilwoman	Berkeley, Calif.

(People Resources, cont.)

Barbara Ackerman	Mayor	Cambridge, Ma.
Harry Mersen	Retired	Former Superintendent of Schools Falmouth, Ma.
Dr. Louisa Howe	Psychiatrist	Specialty: alcoholics
Ted Jones		President, WCRB radio station
Carl Lynne	Architect/psychologist	Designs playgrounds, space usage
Jack Forest	Lawyer	Legal services for poor and juveniles
Dr. Rudyard Broost	Psychologist	New York Dept. Mental Health
Dr. William Douglas	Psychologist	Prof. of Adoliscent Psyc., Cape Cod Community College
Dr. Margaret Gorman	Psychologist	Cape Cod Community College
Dr. Robert White	Professor/author	Harvard University (retired), LIVES IN PROGRESS
Dr. David Reisman	Professor/author	Harvard University
Dr. Peter Lenrow	Prof./Psychologist	Harvard University School of Ed. Consultant, Berkeley Alternative Schools Program
Hod Gray	Director	Van Amerring Foundation, NYC
Robert and Ildri Ginn	Psychologists	Psycho-drama Institute, Boston
Dr. Michael Goiteem	Physicist	Working on designs for artificial limbs
Anne Sexton	Poet	Weston, Ma.
K.Z. Chavis	Regional Representative	Ford Foundation Leadership Development Program, Atlanta, Ga.
Dr. Richard York	Psychologist	Pocasset Clinic
Dr. O. Henry Harsch	Psychologist	Ga. State Univ., Atlanta, Ga.
Dr. John York	Assistant to Director	Youth Services Board, Boston
Arthur Burbeau	Artist	Barnstable, Ma.
Susan Steadman	Former Teacher	Shanti School, Hartford, Ct.
Rev. Heslip "Happy" Lee	Director	Urban Studies Program Minority Fellowships, Ga. State Univ. Atlanta, Ga.
Lucinda Franks	Author/Pulitzer	Wellesley, Ma.

(PEOPLE RESOURCES, cont.)

Dr. Kenneth Benne	Professor/Author	Boston University
Father Paul Shanlez	street priest (once ran Terrible Mt.; R&R retreat for street people)	Braintree, Ma.
Charles Haun	Disciple of Saul Alinsky	Hyannis, Ma.
Kurt Vonnegut	Author	Barnstable, Ma.
Harry Hall	Potter, Sculptor	Dennis, Ma.
Dr. John W. Wideman	Professor	U. of Mass., Amherst
Joel Goodman	Consultant (Racism, values clarification)	Amherst, Ma.

APPENDIX V. (B)

PROGRAM COMPONENTS FOR PROPOSED MODEL ELEMENTARY TEACHER EDUCATION PROGRAM

Purpose

This proposal recommends that a pre-service teacher education program (METEP) be formed in order to prepare teachers for an Integrated Day approach which would include field and clinical experiences in selected New England public school districts.

Justification and Rationale

New England is no longer in dire need of teachers. National statistics bear this out. Statistics further indicate that two years after graduation 50% of teachers certified have never taught or are no longer teaching. Therefore the emphasis in teacher education should be changed. We are now in need of a pre-service program for future teachers responsive to the needs of the schools conjunction with a correspondingly effective in-service education responsive to the needs of children and society. The University of Massachusetts mounted a model elementary teacher education program predicated on the understanding that "we must institutionalize change so that it becomes an integral part of the educational structure, thereby meeting the functional needs of society and individual students as they arise." (METEP Final Report Oct. 1968 p. 7) The report continues, "We need clearer distinctions between the inert and active tasks involved in teaching, a clearer definition of teaching skills and criteria by which they might be assessed. And we need greater acceptance of and attention to the fact that teaching is not reducible entirely of skills, but involves a personal relationship between teacher and pupil" (pp. 8-10).

Teacher education programs, both pre- and in-service must also address themselves to the needs of the learner. Universities have too long remained on a theoretical rather than practical level. At present schools in New

England are based on the notion that our students must be educated to participate in a factory-model society. To succeed educationally, students must learn to obey, to perform assigned tasks without questioning, to begin work and stop on schedule, to accomodate their own pace to their fellow students' (usually the slowest participant sets the pace), and to work to a mean level of group achievement rather than to the highest level as measured by their own ability. They are measured against artificially standardized norms rather than their own growth potential. Materials of instruction further perpetuate the factory model: pre-packaged materials are used in bulk and in unison. Teachers have the burden of supplying all of the supposedly necessary information and carry the obligation of evaluating the regurgative powers of the children.

The goals of this outmoded model are far from those described in the Vermont Design for Education, which coincide with those of today's most outstanding educators, psychologists and philosophers such as Piaget, Bruner, Erikson, and Maslow, as well as such long established influences as Dewey and Whitehead. J. W. Gardner believes that "the ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education." (Self Renewal, 1969, p. 12) The by-now well known Plowden report notes that in the model which they judge most effective, "the child is the agent in his own learning. The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored." (Children and Their Primary Schools, Vol. II, 1967, p. 194). The report further states that society "will certainly be one marked by rapid and far reaching economic and social changes. For such a society, children and the adults they will become, will need above all to be adaptable and capable of adjusting

to their changing environments." (p. 185)

New England's needs, therefore, require a program of education for teachers, both pre- and in-service, and for children, which will provide a responsive learning-teaching environemnt in which all participants may develop a realistic, positive self-image, learn how to learn, how to live and work with others, and are developing the necessary academic and social skills according to their own abilities and needs.

The consensus of the Stiles Commission which worte the MACE report of 1968 was that a high quality teaching force can be developed only when the State Department of Education, the colleges and Universities, elementary and secondary school systems, teachers and professors are systematically involved in planning and implementing teacher education programs. The project outlined in this proposal supports this process and expands it to include the community as well as a number of carefully selected consultants with expertise in key areas. We further suggest a regional approach using four representative districts in New England so that channels of communication will be opened between and among the New England States. The METEP model has been selected as the vehicle for the in-service preservice teacher education component, and for addressing the needs of the teachers in terms of performance in the classroom. This model has been in various stages of operation for two years, and has a large body of evaluative and descriptive literature to support its feasibility. The model builds on success and helps teachers to expand their diagnostic skills as well as their learning and teaching repertoires. This coincides with the educational approach reported so favorably in the Plowden Report, but with modification for New England and American needs. The approach is outlined in the proposal and is suggested for implementation in the schools. It, too, is based on success, independence, expansion of learning styles, and

the ability to function independently and responsibly in a changing society. This approach has variously been called the Integrated Day, informal education, the Leicestershire Approach, and the responsive environment. Our proposal refers to it as the Integrated Day. It seeks to meet the challenge implicit in the Carnegie Report, "Crisis in the Classroom", by creating an educational environment that is at once humane, relevant and honest.

Underlying the program is our conviction that the most useful education in the modern world is one which teaches an individual how to learn; one that develops the desire and ability for self-education. The following assumptions underlie the Integrated Day approach:

> Children's concept-formation grows out of concrete experience, and proceeds at a rate which varies with the individual.
>
> Children's developmental stages, as Piaget suggests, largely determine their ability to deal with abstraction, and hence symbol-manipulation.
>
> Children's curiosity is innate. When encouraged rather than threatened, it develops into initiative.
>
> Children's self-initiated learning, based on emotional and intellectual response to the environment, is the most lasting.
>
> Children's emotional and intellectual development are equally valuable. Affective investigations have as much validity and worth as cognitive pursuits.
>
> Children respond most readily and with strongest concentration to subject matter which is oriented to their concern for the immediate, the 'now'.
>
> Children have the competence and the right to make significant decisions and mistakes in their learning.

The assumptions about growth, learning and change which are essential to our model will provide a common denominator for all those involved--children, parents, teachers and administrators--and must permeate every level of planning, implementation and evaluation of the

program. When teachers feel trusted, and take responsibility willingly, they develop a trusting attitude which in turn fosters responsibility and self-respect in the children they teach.

Proposed Plan

The School of Education will commit a wide range of resources to meeting identified needs. These resources and the needs they will address are outlined below.

The Model Elementary Teacher Education Program (METEP) is built on two and a half years of effort and a quarter million dollars in federal funds. It has at its disposal six or seven full time faculty. A major component of METEP has been the development of performance criteria in the following areas of competence: (1) human relations, (2) behavioral skills, (3) science, (4) language arts, (5) mathematics, (6) aesthetics, (7) social studies and, (8) evaluation. In addition, during the past two and a half years, the School of Education has developed a cadre of faculty and graduate students with strong competencies relating to the Integrated Day as a valid alternative to traditional elementary education.

These resources will combine in several ways to meet a variety of regional needs. In the Summer of 1971 they will provide the basis for a three week, residential workshop in the techniques and philosophy of the Integrated Day. Related to the workshop will be the identification of participant teams of teachers and administrators from schools in the cooperating districts, and the identification of graduate assistants who will be trained for a dual role as teaching assistants and Resource Personnel. Summer workshops will be offered each summer as the program develops.

There are several expected outcomes from the summer workshop: (1) it will act as a major building block for schools implementing the Integrated Day; (2) it will fulfill an action-planning function with the participating teacher-principal teams involved in the planning and evaluation of the workshop; (3) participating teachers, along with Resource personnel, will become a team implementing a new type of field experience for pre-service teachers which integrates methods instruction into the field experience; (4) through implementing Integrated Day classrooms and by establishing a facilitating team of cooperating teachers, principals, and resource personnel, a critical University need will be met, namely, field experience openings which are congruent with the Integrated Day - based pre-service METEP; (5) with a quality field experience available, the University can justify a heavy in-service program because it will be directly linked to its pre-service program--thus achieving a major goal of establishing a continuous pre-service--in-service educational program; and (6) in addition, the workshop would open several channels of communication between: (a) members of a team from a particular cooperating school district, (b) different cooperating school districts, (c) school districts and the university. The last two involve interstate regional communication networks. The long term effects of living and learning cooperatively for an extended period at the beginning of the project provide a sound basis for cohesive growth of the program.

Currently, a cadre of resource personnel are participating in a Workshop in the Integrated Day under the guidance of Dr. Rudman. These people will provide expertise in support systems for on-campus METEP experiences as well as in later field experiences.

The integrating base for the METEP pre-service component of the program will be the Integrated Day approach. Students will be accepted during the junior or senior year at the university and will continue in the program for a full year. Beginning in the Fall of 1971, modular experiences will be offered to participating students for sixteen (16) credit hours. Modules will include process-oriented experiences in related areas of the elementary curriculum. During the implementation period, the current School of Education Catalogue course numbers will be utilized to identify these METEP offerings:

205/505	Aesthetics	(2 credit hours)
260/560	Curriculum	(3 credit hours)
261/561	Language Arts/ Reading	(2 credit hours)
259/559	Social Studies	(2 credit hours)
262/562	Science	(2 credit hours)
263/563	Mathematics	(2 credit hours)
220/520	Human Relations	(3 credit hours)
		(16 credit hours)

To provide continuity in the program, the semester of modular instructional experiences will be followed by a full semester of field and clinical experiences in participating school districts. The cooperating school personnel will be trained in the Integrated Day approach and will receive continuing in-service experiences under the guidance of METEP staff. Supervision for interns will be provided by the School of Education.

Opportunities will be provided during both the modular instructional phase and the field experience phase of the program for students to test their own hypotheses, analyze theories they have derived, synthesize their experiences, apply their skills, and reflect upon the consequences of their behavior.

Evaluation

The individual components of the METEP experiences will be modular. These modules have a built-in evaluation system. Because each instructional module has specific objectives attached to it, pre- and post-test assessments are easily made. Attitude measures will be taken throughout the course of the METEP experiences. Assessments will be made of students during both the instructional module phase and the fieldwork phase of the program. Evaluation instruments will be used to follow-up on the effectiveness of the program by tapping the attitudes of the cooperating teachers and administrators; the training phase for cooperating personnel has an evaluation system which is an integral part of that proposal. All participants will provide feedback on the effectiveness of the entire METEP experience. Suggestions will be solicited which facilitate the improvement of the total learning experience.

APPENDIX V. (C)

Explorations!

Explorations! is a new and exciting teacher preparation program at the University of Massachusetts School of Education. Developed and directed by two doctoral students, Marsha Forest and Jeffrey Forest, Explorations! is seen by them as a program for those students who want the challenge of designing their own personal curriculum and being totally responsible for their own education.

This year there are forty two students who have taken on this challenge--students who want the freedom to make their own choices, to plan their own training and to explore the varieties of possibilities which exist in contemporary society.

In Explorations! there is no fixed blueprint--rather the program is built by the students themselves according to their desires and wants. Each student pursues their own goals and objectives in their own way. They are encouraged to make use of the resources both within the University community and in the world around.

The directors do not see themselves turning out one kind of teacher or involving every student in similar experiences. Rather each student is encouraged to pursue

those experiences which make the most sense to them and which will have the most relevance for the particular kind of teacher they want to be and for the particular kind of situation in which they want to work.

Furthermore, the directors do not see each student in this program automatically becoming teachers. It is their view that many students have not fully thought about the choices open to them or examined their reasons for entering the teaching profession. In Explorations! students receive encouragement to explore other careers and associated fields.

To give students a practical basis on which to look at themselves, they are encouraged to get experience in educational settings so as to gain first hand knowledge of what teaching and learning entails.

This year Explorations! students have set up community nursery schools, tutored in jails and detention centers, worked in day care centers, traditional classrooms, orphanages and free schools. They have traveled abroad visiting and working in different educational settings and have participated in Outward Bound experiences.

As well, students in Explorations! receive support and encouragement from being in a program which legitimizes these kinds of activities. Explorations! acts as a

clearinghouse for resources and is a home base from which the students operate.

This year the members decided to meet one weekend a month in a residential retreat setting where everyone could come together and share and learn with one another. Also, a weekly seminar was organized by the students and each week a speaker is invited whom they would like to meet. There is also a newsletter prepared by the students which serves as a vehicle for sharing tidbits of information, interesting ideas, jobs, place to visit and the like. There is also a weekly time for the students to meet with the directors and get any information or help they want.

APPENDIX V. (D)

TEACHER EDUCATION PROGRAM AT MARK'S MEADOW (TEPAM)

The TEPAM program offers an undergraduate an extensive and varied set of experiences within the elementary school community of Mark's Meadow Lab School. Students enter the program as sophomores, and because the program lasts for five consecutive semesters there is a strong sense of community which develops among the members of the program as well as between the TEPAM students and the children and teachers of Mark's Meadow. TEPAM combines theory and experience to create an integrated learning experience. This is in harmony with the "Integrated Day" philosophy of Mark's Meadow. Direct experience is the primary "text" of TEPAM.

TEPAM consists of five consecutive phases. Students may enter the program either the first or second semester of their sophomore year.

Phase I - Introduction to Educational Careers (3 credits). This course introduces its members to the complex groupings of persons which are the elementary school community. Attendance at School Committee meetings, parent and teacher meetings, observation of central office, playground, and classroom activities, and discussions with teachers, parents and administrators are some of the activities of this phase.

Phase II - The Child and His World (6 credits). This course focuses on child development and learning theory. TEPAM students are assigned two children of different ages and sexes to observe and interact with. This relationship will extend throughout the two years of the program. There are weekly seminars which relate the experiences with children to theories of child development and learning.

Phase III - Full semester of student teaching, methods, and curriculum development (15 credits). During this phase you are working in Mark's Meadow classrooms full time. Methods and curriculum development are integrated with your student teaching experience.

Phase IV - Individually arranged course work. This semester is spent away from Mark's Meadow, taking courses in the university and the School of Education. Based upon your previous semester's experience, you will know what skills and knowledge it would be desirable for you to develop further through systematic course work. During this semester also you will be able to work towards fulfilling your university graduation requirements.

Phase V - Full-time teaching at Mark's Meadow (15 credits). You return to Mark's Meadow during Phase V as an "adjunct staff member." You will be given greater responsibility for classroom management, curriculum organization, and diagnosing student needs.

There are several particular features of TEPAM that you will want to keep in mind as you consider programs. First, by entering the program as a sophomore, you will have an opportunity to test your commitment to teaching a career early enough in your college career so that if you find you are having "second thoughts" you will still have time to change your major.

Second, because there is a long-term involvement with a single school, including two full semesters in the classroom, you will gain a real feeling for the school as a community, and you will be able to participate not only in the growth of children but also in the process of change that the school is continually experiencing.

At the same time, you will want to bear in mind that in many ways Mark's Meadow is not a "typical" school, and this has both advantages and disadvantages. If you are considering teaching in a situation which will be unlike Amherst, with a greater variety of students, or if you are interested in the development of a particular specialty beyond the classroom, TEPAM may not be the program which can best meet your needs.

APPENDIX V. (E)

PROPOSAL FOR A PROGRAM TO TRAIN TEACHERS FOR SERVICE IN ALTERNATIVE SCHOOLS

INTRODUCTION

A. Overview

The Alternative Schools Program is designed as a response to the growing crisis in education, to prepare effective teachers for schools not as they are now but as they might become. Central to this change strategy is the development and implementation of alternative educational structures which exist paradoxically both in competition with and as a complement to the present system of public education. By providing a parent with alternative routes towards the education of his children, these structures enrich the educational opportunities in the community as well as provide constructive competition for the rapidly deteriorating public system.

Alternative schools now in operation range from a loose amalgam of community resources as in the store-front school, to the more structured street academy and urban prep school, to the more sophisticated and highly coordinated urban resource network of the school-without-walls. Running throughout these diverse organizations are three main themes: a strong sense of community, control of the decision-making process by the community, and a major emphasis on experiential education or "learning by doing."

The Alternative Schools Program (TASP) is composed of: a two-year undergraduate component leading to a Bachelor's Degree and

Massachusetts Teaching Certification; and a year-long graduate component leading to a Master's Degree and placement as a teacher in an alternative school. It places heavy emphasis on learning to teach by teaching, learning how to structure a student's educational experience by structuring one's own, and becoming a fuller, richer person by living and learning in as varied a series of environments as possible.

The Alternative Schools Program, about to begin its second year, is designed to prepare teachers for alternative schools in a variety of settings. While students may choose whatever kind of school they wish to be involved with most heavily, the program will place special emphasis on urban alternative schools and the problems associated with them.

TASP has a number of specific goals for teachers, learners, and schools:

1. Goals for Teachers

-This program tries to recognize the indecision and tentativeness that accompanies many undergraduates' thoughts about commitment to a career. Young people tend to make incremental decisions, that is, rather than coming to a final and complete decision at a certain point in time, they prefer to make "sub-decisions" on a trial basis along the way. The ability to make clear the final decisions may be proportional to the amount and accuracy of information the student has about a career choice and the quality of feedback he has about his skills in the career area. Hence, the program seeks to allow a student to explore his interest in teaching and to allay fears that he may have about his effectiveness by developing coping mechanisms, especially those appropriate to urban pressures. It tries to provide opportunities for the student to test himself against urban realities and to examine his capability for flexibility. Given this testing experience, the program contains activities designed to help the participant adjust his self-image and/or his behavior towards greater congruence with the realities of teaching.

-The program seeks to develop educational mini-communities such as teaching teams or task forces that possess a high degree of unity and commitment to one another. These groups would be composed of individuals who can function autonomously yet for whom dependence on others for support and feedback is a strong value.

-The program will try to help teachers to learn how to learn from their own experience so that in turn they can provide opportunities for their students to do likewise.

-The program will work towards the development of strong teaching competencies in its graduates, both in instructional methodology and skill and in content and subject matter.

-The program staff believes that one of its major responsibilities is the successful placement of its graduates in teaching positions in alternative schools.

-Through the Outward Bound component, it is hoped that teachers will come to some sense of their potential, feel their own aliveness, enjoy excitement, danger, and challenge.

2. Goals for Learners

As a result of coming in contact with teachers from this program:

-Learners will be encouraged to take charge of their education at as early an age as possible.

-The learner will do much of the teaching--to his peers, to the staff, to his teachers. The untested dimensions of cross-age teaching will be up for examination.

-The learner will see the teacher as compassionate, alive, three-dimensional -- as friend.

-The learner will come to love life, to derive kicks from his education.

-The learner will gain some sense of his worth and self-importance.

3. Schools

-The school moves towards becoming a community: human relationships inside the school transcend the traditional contractual arrangement between teacher and student, and become rich and productive to both.

-The community moves towards becoming a school: adults outside the teaching profession begin to take interest and to find

enjoyment in helping to educate the community's children.

4. Educational Change

-Alternative schools may be a promising strategy for educational reform. By providing qualified teachers for these schools, TASP hopes to give the experiement a greater chance of success.

-By providing teacher preparation data from this program, TASP hopes to produce some changes in more traditional preparation programs elsewhere.

-If it is true that teachers tend to teach in the same manner that they learned, then to prepare teachers for a new and evolving form of education requires that they learn their profession in ways that reflect that changing and innovative form.

II - RATIONALE

A. Why these goals?

1. This teacher training program is based in part on the assumption that urban education is presently the area of greatest need. While the emphasis of the program is on training teachers for urban alternative schools, it is necessary to recognize the fact that there are a significant number of young people who, because of non-urban living experience, strong interest in rural or suburban education, or a number of other compelling reasons, do not wish to teach in the city. The staff feels a responsibility to provide useful training experiences for these people as well as those committed to urban teaching. Thus, all students are required to have one field experience teaching in a major urban area. Following that, they may choose to concentrate in urban studies or to work in another type of alternative school.

2. If teacher training programs continue to train teachers for schools as they are now, the schools will never change.

3. The school-without-walls and other alternative school models have shown and continue to show great promise.

4. The lack of trained and qualified personnel has been a key obstacle to the development of alternative schools.

   a. Racism has clearly emerged as one of the central pathologies of our time and the evidence is mounting that schools have had and continue to have a major role in perpetuating a dual society.

   b. Through the establishment of a small living/learning community where personal interaction among participants at the outset is made unavoidable and later becomes a mutual value, people may come to a greater understanding of the extent and effect of their own racism. Underlying this hypothesis is the belief that members of a working task-related group stand to learn more about themselves than is possible in other varieties of intentional group dynamics.

5. Outward Bound, by virtue of its novelty and unique program elements will attract a new group of candidates into teaching.

B. Will the program, in fact, achieve these goals?

1. Alternative schools have generated solid and continuing interest in a substantial number of towns and cities around the country.

The likelihood of further development and availability of trained staff are part of a cyclical process that is self-regenerating.

2. Job satisfaction of teachers in existing alternative schools appears to be perceptibly greater than in conventional schools.[1] This evidence taken together with point #1 above, suggest that in preparing students for these teaching positions, the program is providing them with an opportunity to enter an exciting and growing dimension of public education that may have significant impact on schools as they are now.

3. Research which has been done on Outward Bound in the areas of teacher teacher training and personality development indicates that Outward Bound has significant effects on the amount of flexibility in a teacher's style, the degree of independence he allows his students, and the amount of empathy and understanding he shows for them on a human level apart from the pedagogical relationship. A person who has attended an Outward Bound course tends to develop an understanding of how to handle himself under stress.[2] These factors, combined with positive gains in empathy and compassion towards others and a strong sense of team or small-group identity are the basis for using Outward Bound as an initial experience for program participants.

4. Through constant emphasis on improvisation and ingenuity in problem-solving, Outward Bound trains for flexibility and imagination, qualities that will stand a teacher in good stead in an innovative, student-centered teaching situation.

5. To predict this program's impact on the reduction of institutional and personal racism is impossible. We are, however, placing great faith in the value of task-oriented personal interaction as a means to reduce stereotyping and increase communication and understanding.

C. How do program components inter-relate?

The following components

-non-school or outside-the-classroom teaching and learning
-modular instructional experiences
-small group interaction
-experiential education or "learning by doing"
-alternation between experience and reflection
-reality testing of one's self and one's ideas
-field experiences
-planned non-structure

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[1]Urban Research Corporation,"The Metro School: A Report on the Progress of Chicago's Experimental 'School Without Walls'". 1971

[2]Glenn Hawkes, Evaluation of Outward Bound's Teacher Practica, University of Massachusetts, Amherst, Mass., 1970, pp. 2, 34-35.

are all to be found in most alternative schools at various times and thus must of necessity be part of the preparation process.

D. What learning theory underlies this program?

1. Experiential learning or "learning by doing"

2. Learning through group interaction

3. Reality testing

   a. Participants' ideas, philosophies, and their conceptual frameworks are tested against reality.

   b. Participants have the opportunity to measure themselves against reality.

4. Feedback mechanisms which assist in behavioral reinforcement and/or modification.

5. Learning how to function successfully in one kind of school may require less time and energy dispersal than learning for all kinds of schools.

6. Learning which is immediately applicable and usable is of greater value and a stronger motivator to students than that which they must wait many years to employ.

III - DESCRIPTION OF PROGRAM

A. Program Components - Explanation

1. Alternative schools (see Appendix I)

2. Outward Bound (see Appendix II)

3. Support Group - This concept is based on our belief that one can learn qucikly and effectively when given useful feedback about one's self. The support group will be a major source of feedback. The support group will be composed of 10 to 12 students operating as a miniature "temporary society" as Bennis uses the phrase, employing each other's resources to brainstorm, solve problems, act as a task force, review each other's work critically, and in general, facilitate each other's personal and professional growth.

4. Clinical Experience

   a. Emphasis in the field experience is on reality testing--providing the student with usable feedback on his effectiveness in a working environment so that he can move towards a series of firm decisions about what he will do with his life for the next five to eight years.

   b. An aim of the field experience will be to build a learning team which is functional and whose members are mutually involved in learning. Ideally the team would be composed of:

      1) high school students
      2) college seniors
      3) graduate students in teaching, counseling and administration
      4) teachers
      5) administrators

   c. Participants will live with local families wherever possible, for at least part of the time.

   d. We shall explore arrangements to utilize parents and students as teacher educators.

   e. Some cooperating schools have been chosen because they have a degree of commitment to the alternative schools model; others because of existing or planned involvement with Outward Bound. The range of such schools should make it possible for participants to choose the traditional school route if they wish to do so at some intermediate

point.

f. Schools cooperating in field placement and eventual employment in the current year include:

East High School, Denver, Colorado

Chicago Public High School for Metropolitan Studies (METRO), Chicago, Illinois

Shanti School, Hartford, Connecticut

Boston Museum of Science, Boston, Massachusetts

Intermediate School 55, Ocean Hill-Brownsville, Brooklyn, New York

5. Academic Modules - Modules or short single-concept learning experiences will be designed to achieve:

a. Cognitive objectives relative to

1. knowledge of self

2. knowledge about human interaction

3. knowledge of society

4. insight into how self learns

5. insight into how others learn

b. Affective objectives relative to

1. acceptance of self

2. acceptance of others

3. motivation towards service

4. aesthetic appreciation

5. responding to one's environment

c. Skill objectives

1. perceptual

2. diagnostic

3. associative

4. predictive

6. Implementation in the following areas:

   a) human relations - group

   b) human relations - individual

   c) counseling

   d) organizing

   e) pedagogy

7. Evaluative

A series of modules from each of four Centers within the School of Education will be required. For example, modules have been developed from such topical areas as:

-Futuristics

-Humanistics

-Aesthetics

-Human Relations

-Transdisciplinary education

-Cross-cultural and/or ethnic studies

-Teaching methodologies

B. The program viewed chronologically

		1971-72 Fall	1971-72 Spring	1972-73 Fall	1972-73 Spring	1973-74 Fall	1973-74 Spring	1974-75 Fall	1974-75 Spring	1975-76 Fall	1975-76 Spring	1976-77 Fall	1976-77 Spring
Group A	Phase #/Status	II 12 SRS	III	IV 10 PG 2 FTE	V	2 PG 10 FTE							
Group B	Phase #/Status	I 12 JRS	I 30 JRS	II 30 SRS	III	IV 5 PG 25 FTE	V	10 PG 20 FTE		15 PG 15 FTE			
Group C	Phase #/Status			I 30 JRS	I	II 30 SRS	III	IV 5 PG 25 FTE	V	10 PG 20 FTE		15 PG 15 FTE	
Group D	Phase #/Status					I 30 JRS	I	II 30 SRS	III	IV 5 PG 25 FTE	V	10 PG 20 FTE	
Group E	Phase #/Status							I 30 JRS	I	II 30 SRS	III	IV 5 PG 25 FTE	V
Group F	Phase #/Status									I 30 JRS	I	II 30 SRS	III
Group G	Phase #/Status											30 JRS	
GRAND TOTAL UG, PG, PG EXT		24 UG 18 UG 42		60 UG 10 PG 2 FTE 15 PG EXT 85		60 UG 7 PG 35 FTE 18 PG EXT 85		60 UG 15 PG 45 FTE 10 PG EXT 85		60 UG 30 PG 60 FTE 0 PG EXT 90		60 UG 30 PG 60 FTE 0 EXT 90	

DEFINITIONS

SRS=Seniors
JRS=Juniors
FTE=Full-Time Employment
PG=Graduate Student, TASP B.A.
PG EXT=Graduate Student, non-TASP B.A.

ASSUMPTIONS

a) No net attrition
b) 5/10/15 choice pattern of Masters by TASP B.A. graduates
c) All TASP B.A. graduates take Masters

PHASES

I Acquisition of Teaching Specialty
Junior Workshop

II Outward Bound
Academic Modules, Support Group

III Field Experience I
Outward Bound follow-up activities

IV Academic Modules, Support group

V Field Experience II (Internship)
Placement, Graduate Expedition

1. Freshman and sophomore year would be spent satisfying University requirements. Future participants would not be affected by the program except for the latter part of the sophomore year, when they would be exposed to a recruitment campaign designed to get tentative commitment to the program at pre-registration for the junior year. (This would be a student's first decision about the program, one which is subject to review and change. As the student moves through the program, his decisions move from tentative and exploratory towards certain and committed.)

2. Junior Year - Phase I - limited involvement in the program; acquisition of a teaching specialty.

   a. While some students may want to continue to acquire competence in one of the traditional subject matter areas, or may be too far along that route to change course, the program will encourage a trans-disciplinary focus, choosing from a re-organized selection of subject matter areas such as Humanities, Technology, Aesthetics, and Communication.

   b. Juniors will take part in a special course in the spring semester designed to acquaint them with each other, with the resources available within the School of Education, and with alternative schools in general. Through a series of short-term modular experiences, juniors will be encouraged

to develop some perspectives on their own value systems and their goals for education, and to begin to get a sense of their own strengths and skills. Wherever possible, these perspectives will be developed within the framework of alternative education so that, from the very outset, there will be congruency between the way in which these teachers-to-be are prepared and the kind of teaching they will eventually do.

c. Juniors will have as their advisors during their specialization Doctoral Candidates in Administration who are headed for a career in alternative schools. These advisors will have limited responsibility and will provide the main function of reality-testing the student's study and program goals prior to full entry into the program. The advisor to student ratio will be kept somewhere near 1:8.

3. Senior Year - Phase II - full involvement in the program. There will be a major emphasis on individual responsibility and initiative.

a. Fall Semester

1. Outward Bound course at the Hurricane Island Outward Bound School in Maine

2. Intensive follow-up and de-briefing after the course

3. Work with learners on a regular basis, outside a classroom setting: day-care center, jail, mental hospital, detention home, drug center, Scout troop, Legal Aid office, etc.

4. Academic modules

5. Involvement in a support group throughout the semester

b. Spring Semester - Phase III -

1. Field experience in an alternative school in a major urban area, stressing breadth of involvement. Activities will include, where possible:

a. "Shadow studies" of some teachers and high school students

b. Micro-teaching clinic

c. Emphasis on developing perceptual, diagnostic, and predictive skills

c. Follow-up experiences to capitalize on the Outward Bound course, similar in nature, but limited in duration

1. Winter camping

2. Rock and ice climbing

3. White-water canoeing

4. Mini-expeditions

Where possible, the experiences will be shared with high school students.

d. Receipt of Bachelor's Degree

4. The Master's Year - Phase IV

This year is an integral part of our general program, but it is not a necessary or direct follow-up to Phases I, II, and III. We expect that most participants in the TASP graduate program will be people who have already started careers in teaching, either in alternative or traditional schools. Some participants will come after working in other areas and deciding they would like to teach. Some will come directly from college. While TASP's undergraduate program is seen as an opportunity for the student to explore his interest in teaching, in working in urban areas and in alternative schools, the graduate program will expect its students to have already developed a substantial commitment to teaching as a career. We see the graduate year as an opportunity for people who already regard themselves as a teacher to acquaint themselves as fully as possible with alternative schools and the broad spectrum of exciting teaching/learning/growing possibilities they represent.

a. The Master's Program will address itself to each of four areas:

1. Content

2. Reality framework

3. Group association

4. Pedogogy

Some of the training in these areas will be provided by TASP exclusively, other learning experiences will be designed to take advantage of the resources in the University and the Five College community.

1. Content

Students will obtain their content learning through the conventional academic departments located among the Five Colleges. Like TASP undergraduates, the Master's candidates will be actively encouraged to develop a trans-disciplinary program for themselves, and where viable, to blend together their academic interests with any significant past work experience they may have had. Within the School of Education, there are a growing number of trans-disciplinary programs, such as the Futuristics Program,which may enable someone who has been teaching prior to his entry into TASP to see his subject matter in a different light.

2. Reality framework

TASP graduate students will be encouraged to develop programs which will be relevant to a fairly specific age group. Early in the year, students will work in a number of short-term internships designed to produce intensive and meaningful contact with a learning situation related to the target learning environment. To facilitate a multi-faceted learning process, five to seven locations will be chosen with a small team of graduate students taking responsibility for one of those sites. The group will contract for a specific position and hold that position for several months, while its individual members rotate in and out of the slot. In this way, a prospective employer has the opportunity to see a number of potential candidates and the group can bring a diversity of talent to bear on the task.

TASP is developing connections with other Masters programs in Education in order to put together teams of people with diverse backgrounds and talents. A

team might be composed of two teachers, a counsellor, a law enforcement specialist, and someone with a background in drug education. The team might contract with an alternative school to provide, in addition to a teaching position, some in-depth experience and planning in how the school can help keep its students out of trouble.

3. Group association

Paralleling the group concept in the undergraduate portion of the program, graduate students will be members of a small group based on such criteria as: similar previous experience, or similar immediate objectives. While undergraduate small-group associations were largely based on growth in human relations and personal awareness, and helped to perform an advising function as well, the graduate small groups will focus on growth in professional skill development. One example of group interaction, the team internship, has already been mentioned. Other possibilities derive collaboration with other Master's programs within the School of Education, notably the proposed Masters in Community Education program.

4. Pedagogy

Specific teaching skills will be presented by the TASP staff and other programs within the School of Education. Some material, by its nature, would be most useful to a student before an internship, such as curriculum and lesson planning, audio-visual technology, diagnosis of learning disabilities, etc., while other subjects will be of more use and of greater value after an internship when he has found some gaps in his preparation. Some appropriate topics might be values clarification, reading instruction, nutrition, one-to-one interaction, treatment of learning disabilities, etc. Equipped with deeper knowledge in these areas, his next internship will be more informed and hopefully more productive. This sequence will be repeated throughout the Master's year.

c. Master's Year Chronology

To describe precisely the chronology of learning activities is difficult, owing to the fact that most of the activities are by nature non-sequential and are scheduled according to individual and group readiness and interest. In order to make this flexibility possible, the modular framework again will be used.

A student's program will be composed of modules alternating between:

1. cognitive learning
2. clinical or action-oriented practice
3. reflection and synthesis.

These modules will continue throughout Phase IV, varying in length from two days to four or five weeks.

The graduate year will end with a six-week expedition planned and executed by TASP students. We see the expedition as a model experience in a mobile school-without-walls. For logistical convenience, students will be expeditioning in groups of eight to ten, each group with a staff member/facilitator. The groups will have a common expedition goal, but each group will travel by its own route, by a variety of different means in most cases. The crux of the experience will, of course, be in the process of getting to the goal, in what happens along the way rather than in the arrival at a particular place.

The Master's degree is awarded upon completion of the expedition.

IV - EVALUATION

A. What we hope to gain through evaluation

1. A summary of the nature and extent of the program's influence on participants and on the schools and communities they move into

2. Information on which contributions to the program's continual improvement can be based

B. What we will be looking for

1. We expect affirmative answers to the following general questions will indicate success. The clearer the affirmative, the greater the degree of success.

   a. Has the program helped participants develop and maintain a commitment to teaching, particularly teaching in urban areas?

   b. Are the program's graduates active in their schools in promoting the development of educational task forces, the development of learning from one's own experience, and the development of the school as community and vice versa?

   c. Are these graduates well-received by students and staff in the schools where they are employed as regular teachers?

2. To help determine the answers to these general questions, we plan

   a. to take pre-program, mid-program and post-program readings of participants' concepts of, and attitudes toward, such things as:

      -students
      -teachers
      -schools
      -learning processes
      -urban communities
      -risk-taking
      -race
      -self
      -groups and group-support
      -authority

b. to record, insofar as possible, something about the development of participants'

- -ability to interact and cooperate with groups
- -leadership
- -compatibility with young people
- -ability to live and work well in an inter-racial setting
- -concern with how people feel, as well as how they think
- -resourcefulness
- -emotional resilience
- -commitment to teaching

c. Because the program is expecting to build individual strength through group interaction, we will make a special effort to

- -measure the impact of the support groups on individual opinion and action
- -determine what group norms are most effective, and how the program can encourage their development.

C. Procedures for collecting evaluative information

1. Journals

Each participant and staff member will be asked to maintain a journal in which he regularly records thoughts, experiences, actions and reactions relevant to his participation in the program. These will be personal records essentially, but we are confident that a sufficient number will be willing to submit their journals for systematic analysis so the journals will play an important and direct role in the evaluation process.

2. Paper-and-pencil surveys

Initially, such surveys will be used to gain an indication of the participants' general attitudes in areas the program is concerned with. Eventually, they will involve students and staff in schools where TASP graduates are employed. All such surveys will be coupled with more intensive interviews of a sub-group of those surveyed.

3. In-depth interviews

In-depth interviews will be conducted with groups as well as individuals. Whether both are interviewed as part of the same inquiry will depend upon the specific concerns of the survey.

4. Systematic observation and mini-interviews

Systematic observation will be made of a number of program activities, when possible by people interested in, but not directly involved in TASP. These will often be followed by mini-interviews of participants in the activities.

D. The role of TASP students in evaluation

1. The students will, of course, be the source of much of the information used in evaluation. In addition, we will ask them to take part in designing and executing specific evaluation instruments and procedures where this is feasible. We expect this participation will contribute significantly to their understanding of the evaluation process as well as to a sense of community in TASP itself.

VI - RECRUITMENT AND SELECTION OF PARTICIPANTS

A. Who?

1. As diverse a student population as possible, along as many dimensions as diversity is to found among the general student body. The program intends in particular to reflect current School of Education minority recruitment programs, especially emphasizing a multi-racial balance among participants.

B. From?

1. University of Massachusetts
2. Five Colleges
3. Major metropolitan areas

C. How?

1. Information has been disseminated throughout the University undergraduate community by the School of Education. Oral presentations have been given by the staff to groups of students at the school. Students are being interviewed and are signing up to begin as seniors next fall. A recruitment drive will begin soon to attract sophmores to the program.

D. By whom?

1. Through a combination of educated guesses and informed predictions, faculty and doctoral candidates with experience in urban education and teacher education will make initial judgments about candidates. Then through a peer group interview process, a further selection will be made on the basis of compatibility of the undergraduate participants.

VII - SPECIAL FEATURES

A. Intensive efforts will be made to attempt to guarantee employment for successful program graduates.

B. Efforts are being made to negotiate contracts with large metropolitan school districts to prepare teachers to meet mutually agreed-upon specifications.

C. The program will attempt to draw a national advisory board which will include superintendents of cities working on the establishment of alternative schools.

D. The program is seeking ways to interact with emerging alternative educational clearinghouses around the country.

E. TASP will make use of, in as many ways as possible, the resources and personnel in The National Alternative Schools Program (funded by the Office of Education) here at the School of Education.

APPENDIX V. (F)

CENTER FOR URBAN EDUCATION

TEACHER EDUCATION PROGRAM

SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AT AMHERST

CUETEP, DECEMBER, 1971

CENTER FOR URBAN EDUCATION

TEACHER EDUCATION PROGRAM

A primary goal of the program will be to prepare teachers with staying power in urban schools. One of the purposes of this program is to develop teachers who, in addition to concepts and skills related to learning theory, will have political sophistication to the degree that they can become reform strategists in the schools and systems in which they teach.

The focus for the program will be an urban internship combining teaching and living in an inner city community. Most important, the program will offer UMass students a wider experience in a multi-racial society. Whether they teach in suburbia with one black student in their class, in integrated schools, or in the ghetto, such an experience is essential to teachers who hope to educate children for today's world.

Brief Outline

The Urban Teacher Training Program will include:

--service to 150-200 students (second semester sophomores, juniors and seniors)

--internships in urban schools with supervision and methods provided on site by graduate supervisors and cooperating teachers

--prospective sites including: Boston, Worcester and Springfield, Massachusetts; Philadelphia, Pennsylvania; Brooklyn, New York; Paterson, New Jersey; Louisville, Kentucky; Pasadena, California; and Washington, D.C.

--Preparation for internship including Introduction to Urban Education, Educational Psychology, and Survival Strategies in Urban Schools.

--follow-up experiences including a seminar on self-evaluation, advanced courses in urban education and related fields

--a second on-site practicum, modularized and shorter in duration than the initial internship,as part of a senior curriculum development course.

--on-going and summary evaluation by all who take part in the program: CUE, the students, school personnel and TPPC

GOALS OF THE PROGRAM

Urban Teacher Preparation Program

The purpose of this program is to prepare prospective teachers for Urban Schools. This program will

a. provide students with learning theories and implementation skills that are adapted specifically to the learning problems and processes of the urban child;

b. provide a variety of clinical experiences for the prospective teacher so that he will know and understand, from personal experience, what many of the problems are that influence the learning process for the urban child;

c. provide inter-racial experience that will benefit prospective teachers for any situation;

d. develop positive attitudes toward teaching the urban child based on an understanding and respect for his world rather than the missionary zeal that is characteristic of many prospective urban teachers;

e. acquaint the student with and develop an understanding of the civil rights movement and Black and Hispanic history and culture;

f. develop skills in human relations;

g. train teachers who will respond to the work experience positively and be able to continue their professional development as a teacher in an urban school;

h. acquire change agent skills based on a knowledge of how schools work, and what some of the alternatives are.

PROGRAM COMPONENTS

The four primary components in the program are (a) pre-practicum, (b) Internship, (c) Externship and (d) Second practicum experience.

Pre-Practicum

The course in Introduction to Urban Education, will serve as the primary entry point into the program. Survival Strategies in Urban Schools is taken the following semester. Students may also choose from a variety of offerings, Educational Psychology, Adolescent, Child and Developmental Psychology.

Internship

Students will intern in groups of ten to thirty (10-30) in each city. This is desirable to obtain maximum use of resources and to create a sense of shared experience. Participants will be required to live in the area in which they are practice teaching. In addition to living in the community, participants will be encouraged to take part in community activities, to develop in and out of school relations with students and their families. Participants will be encouraged to become a part of the life of their community.

Students will be assisted in the development of skills and teaching methods for different kinds of instructional situations, e.g., small groups, laboratories and large group instruction. Every effort will be made to match student career needs with the needs of the school.

Externship

After internship, students will return to campus for one to three semesters of follow up experiences. A primary experience, currently being designed, will be a six-credit Evaluation Seminar. Students will evaluate their individual strengths and weaknesses and will identify problem areas and needs in skills, knowledge and training. Students with similar needs will work in small groups with faculty and doctoral students in independent work to analyze needs and further develop skills.

PROGRAM COMPONENTS (cont'd.)

Second Practicum Experience

Near the completion of the two year program, students will be encouraged to engage in a second practicum experience that will combine with a seminar in curriculum development. This experience will be of shorter duration and students will not necessarily be living in the area. This part of the program will focus on the student's specific vocational plans.

OUTLINE OF UNDERGRADUATE COURSES:
CENTER FOR URBAN EDUCATION

I. It is strongly recommended that all Urban Education Undergraduate Majors take the following courses, in sequence. (Preference will be given in internship placements to those who have completed the Pre-Practicum courses.)

Course Number		Credits
	Before Interning	
313	Introduction to Urban Education	3
E 51,	E 52, or E 53 - Survival Strategies for Urban Schools	3
plus	(an appropriate educational psychology course)	3
	During Interning	
CO 4	Internship in Urban Education	12
E 49	Methods of Teaching in Urban Schools	6
	Post Internship	
268	Curriculum Development in Urban Education	3
	Total Recommended Urban Education Credits	27
	(Additional psychology credits required for Massachusetts certification	3)

II. Additional courses offered in Spring '72 by the Center for Urban Education:

267	Urban Community Relations	3
E 50	Current and Successful Leadership in Urban Education	3
E 61/ 686	Performance Curriculum in Teaching Reading and Language Arts in Elementary School	3

Course Description: SURVIVAL STRATEGIES --

A key part of the Center for Urban Education Undergraduate Teacher Education Program.

Generalizations

1. Special skills and sensitivities are needed by the urban school teacher in classroom management.

2. To be effective in the urban classroom, the teacher should have knowledge and understanding of the history, culture and language and speaking styles of Black, Puerto Rican and other minority groups.

3. Prospective teachers should view the elimination of racism as part of their role as teacher.

4. Teachers for urban schools should have a degree of sociological imagination for survival in an urban school.

5. Society cannot continue to tolerate institutional and individual behavior - that categorizes, discriminates and relegates to inferior and second status roles, individuals on the basis of their race, sex or religion and ethnic background.

6. Broad, indepth inter-racial, cross cultural experiences are a necessary part of the training for any teacher.

7. Understanding of the learning problems and processes of the urban child are necessary to be successful in the urban classroom.

8. The teacher of quality for any school must have:
    a. an honest insight into self;
    b. an awareness of the impact of self on other people;
    c. an increased sensitivity to the feelings of others;
    d. a better understanding of the behavior of others;
    e. an understanding of the forces that operate in a group:
    f. an understanding of the effectiveness of the student as a group member and as a leader;
    g. an understanding of and use of organizational effectiveness, motivation, leadership and managing change:
    h. the ability to communicate creatively, accurately, frankly freely, fully, and effectively;
    i. the courage to experiment, to disagree, and to receive criticism;
    j. a thorough knowledge of the subject matter.

Course Description, (cont'd.): SURVIVAL STRATEGIES FOR URBAN SCHOOLS

Overview

This course is based on the notion that special skills and sensitivities are needed of the teacher if he is to survive and have a success experience in an urban school. Through this course, prospective teachers will begin to delineate some of the special skills, knowledges, attitudes, and understandings that teachers for urban schools must have, and will begin to devise ways of developing and arriving at these. The course will consist of four modularized units, varying in length according to the teacher trainee but of approximately four weeks in duration.

Module One: The Sociology of the Urban School.
Participants will complete a case study of one urban school system. They will collect data through readings (books, articles and other relevant materials), interviews, and personal observation. The study will encompass the structure and organization of the system being focused on, and will examined the economics, politics, and racial practices of that system. Participants will examine the types of attitudes concerning the nature of the learning process, the psychology of particular types of learners and the nature of the learners in evidence in the school system as well as the types and quality of learning opportunities made available to the various types of learners.

Module Two: The Socialization Process of the Classroom.
Participants will engage in readings, discussions and other activities aimed at developing knowledge and understanding of the socialization process of the classroom and particularly that of the urban classroom. Activities which deal with what values are being taught and how, will comprise a major section of this module as students seek to know and understand more of the hidden curriculum that permeates every school and classroom. Participants will engage in a process of identifying teaching methods which develop attitudes and values consistent with their philosophy of education.

Module Three: Strength Training.

Module Four: The Sociology of the Self.

Option: Participant may demonstrate accomplishment of requirement of any one or all of the above four modues and may design optional modules which they may engage in.

Class Management

Participants in the On-Campus Career Opportunities Program will serve as discussion leaders and as facilitators of activities in small groups. A lesson plan for each of the learning opportunities listed will be devised by COP participants. This group will meet together periodically to discuss and share plans. Evaluation of the Seminar and Seminar participants will occur in small groups of three to five teacher trainees, a COP facilitator and the course instructor. Optional activities may be developed and facilitated by any Seminar participant after discussion with the instructor.

CENTER FOR URBAN EDUCATION

TEACHER EDUCATION PROGRAM

THE INTERNSHIP

That many teachers are unprepared to teach in urban schools,and unnecessarily have what is termed a "traumatic experience" once they begin to teach,is one of the underlying assumptions on which the Center for Urban Education Teacher Education Program is based. One of the major deficiencies of existing teacher education programs has been the non-relevance of the curriculum to the every day problems encountered by teachers in the schools. Another deficiency has been the lack of working relationships between the university and the urban schools and their clientele. A third problem has been that the student teaching experience frequently is completed in localities that have few of the complex components of urban settings, and therefore few of the problems which urban schools face. A fourth major problem is that students have been required to sit in university classrooms and study theories of learning and methods of teaching which are useless with real live children in real classrooms.

A major component of the CUE Teacher Education Program is the internship or student teaching experience. This is characterized by several major features:

1. The Setting: The internship is completed in an urban school in an urban area which introduces students to the complexity of inner city schools. Participants learn through experience the heterogeneity of urban school populations. They learn of the inadequacy of many of the materials and facilities which urban teachers must use in their efforts to educate children. They become acquainted with and begin to develop learning theories and implementation skills that are adapted specifically to the learning problems of the children with whom they are working. They become acquainted with big city school systems and the bureaucracy which frequently tends to inhibit efforts to improve the quality of the educational experience of the pupils attending city schools. They begin to understand the effects and influence of the school organization on the learning process and to see the impact of a school system's philosophy and practice on the development of its pupils.

THE INTERNSHIP (cont'd.)

2. The Classroom Experience: In discussions with the cooperating teacher, the graduate supervisor, and the principal,the internship is structured to meet the needs of the participant. Initial observation in the classroom is followed by a period of one-to-one working relationships with various students in the classroom. The intern then proceeds to develop materials and structure learning activities with groups of students. Finally he moves to assuming responsibility for planning for and coordinating the entire class. Of course, flexibility and a willingness to pitch in where the needs are greatest are qualities greatly valued in an urban teacher and these qualities will help the participant when the above sequence in learning experiences cannot be followed in full detail. In some programs (see description of sites), depending on the interest and capabilities of the intern, he will be given responsibility for a class almost immediately, with supervision from his cooperating teacher. Thus, the needs of the intern and his students are served.

3. On-Site Methods Course: The internship includes a methods course on-site. An underlying assumption here is that teachers, as with other practitioners, learn best by doing. Secondly, theories on methods of teaching tend to become more relevant and more practical when one is faced with the day to day frustrations of dealing with students in the classroom. Being able to reality test theories of child development and learning processes and to revise and expand, based on what actually occurs in the classroom, is a much more relevant experience for prospective teachers than the traditional university methods course.

As presently set up, the course consists of a series of intensive weekend workshops led by graduate students in Urban Education. Workshop leaders observe interns in their classrooms prior to the first workshop session. The sessions themselves are devoted to an analysis of the interns' current problems in the classroom and to the development of methods and techniques for dealing with these problems. The areas of language arts, science, math, and social studies, along with methods and materials in these areas which can be implemented immediately in the classroom, form the bulk of the seminars. Also discussed is the relation of the curriculum to the formation of human values. To what extent is the curriculum currently in use racist? How are racist attitudes and

THE INTERNSHIP (cont'd.)

3. On-Site Methods Course (cont'd.)

and behaviors reinforced by curriculum content and method of presentation? What attitudes and values can be taught to counteract a racist curriculum? And, how can these values and attitudes best be instilled in the child?

4. Living Accommodations: A fourth important component of CUETEP is the combining of teaching and living in inner city communities. A familiarity with the social realities of urban life is developed and reinforced by the experience of living and learning to cope in the same environment in which students must live and cope. Being a part of the community provides the kind of real life knowledge that no vicarious experience--however well written the book or film, or dynamic the classroom--can reproduce. Participants learn, from day to day contact with the inner city, the problems which plague the learner in an urban school; thus they become far more empathetic to the students in their classrooms. Participants also have many opportunities for inter-racial, cross-cultural experiences that hopefully will result in the development of positive attitudes toward teaching the urban child, based on an understanding and respect for his world rather than the missionary zeal that is characteristic of many prospective urban teachers. Participants are expected to become involved in a variety of community activities in conjunction with the student teaching experience, the nature of which can be worked out with their on-site supervisor.

APPENDIX VI.

The Modular Offering Concept

The School of Education has a strong commitment to developing and implementing alternatives to the current structure of the University curriculum. It is hard to imagine a mechanism more rigid and less responsive than our present one: the course. A student is forced to attend three lectures a week for sixteen weeks, no matter what his goals and needs are. He may want only a few specific bits of information, yet he is forced into an entire semester of work, 90% of which may be irrelevant to his needs. A student may wish to learn a skill in a short period of intense activity. Instead, he is now required to spend an entire semester doing the work. Or he might spend a great deal of time in educational experiences occurring outside of the classroom, but receive no formal recognition of his learning because it didn't occur within a three-credit course framework.

Building a curriculum only with courses is like trying to build a stone wall with boulders. So many gaps are left because of the size and rigidity of the materials that the structure is at best shaky, at worst doomed to collapse. This is not to say that courses (or boulders) are unuseable; indeed, they are quite useful. But we must see them as one alternative, and develop other instructional situations.

This is exactly what the School of Education is attempting to do. We are searching for small rocks and pebbles to fill in the cracks between boulders, and we are even considering building part of the wall with cement, or bricks, or sod, or even having no wall at all. Only this range of possibilities will insure the solid, relevant curriculum structure which we seek.

What, then, are some of the alternatives? The modular course offering concept is one possibility which the School has already implemented. It

retains one basic feature of traditional courses: the assumption of contact between the student and an instructor. But the rigid time structure is modified and made more flexible. Modular offerings compensate for many inadequacies of the current school structure. Through them, students can, legitimately, obtain small bits of information, participate in intensive learning sessions, and learn outside of a classroom.

With modular offerings, faculty and doctoral students are encouraged to provide short term learning experiences, inside or outside the classroom, which are relevant to education as a discipline. The schedule for these experiences (number of sessions, length of sessions, intensity) is left entirely up to the instructor and the students, and the scope of the subject matter can vary accordingly. An administrative assistant solicits offerings from instructors, as well as finding ways to meet the requests of individual students for modular experiences.

This assistant also arranges special events. One example of such an event is a modular credit week. During such a week the School cancels all regular classes and runs a learning fair. Each hour, throughout the day, several presentations with varying formats are made. Undergraduates, graduate students, faculty, administrators, staff and visitors can choose at will from an educational smorgasbord.

Modular offerings require new methods of record-keeping. The current credit mechanism was designed for regular courses, and is thus too rigid to acknowledge experiences which are not scheduled in a traditional manner. The School of Education has responded to this challenge in two ways. At the graduate level, credit has been eliminated entirely and a new mechanism, the portfolio system, is in operation. Since portfolios are not feasible for undergraduates without University-wide support, a different approach is taken

at this level. A credit is divided into 100 (an arbitrary number) credit modules, and each modular offering is worth a certain number of these units. A pass-no record format is used, with students reporting successfully completed events to the modular offering office, and simply not reporting unsatisfactory work. At the end of each semester the office totals the number of credit modules earned by each student. For every 100 modules on record, one full education credit is registered with the University. Any remainder is carried over and credited to the next semester. There is no need for students to preregister; they can participate at will, any time. The credit system is now totally replaced in the School of Education by a completely modularized curriculum.

APPENDIX VII.

Evaluation Questionnaire
prepared by
Teacher Preparation Program Council (TPPC)
1971-72 Academic Year - Fall Semester

The purpose of this questionnaire is to seek constructive criticism and examine trends of feeling within the School of Education student body about teacher preparation. Results will be evaluated by TPPC and will be made available to program directors.

The questions may be answered in short form, however, please feel free to make any written comments you feel pertinent to the issues raised (or not raised). Record your answers with a soft lead pencil on the standard answer sheet as follows:

mark the box numbered "1" if you STRONGLY AGREE
mark the box numbered "2" if you AGREE
mark the box numbered "3" if you HAVE NO OPINION
mark the box numbered "4" if you DISAGREE
mark the box numbered "5" if you STRONGLY DISAGREE

Please record the first seven digits of your social security number (use your student number if you don't have a social security number, sex, program, and class on the answer sheet as well as on the questionnaire as follows:
Class (grade): 3=freshman, 4=sophomore, 5=junior, 6=senior, 7=grad.
Program: Below is a list of programs. Each is preceded by a letter.
In the first column of the name field on the answer sheet mark the letter which corresponds to your program.
This information will allow TPPC to study the responses based on program, sex, etc. Individual students will not be identified. The results will not be used for student evaluation.

PLEASE RETURN THIS QUESTIONNAIRE BY DEC. 22 TO YOUR PROGRAM DIRECTOR OR TO TPPC IN ROOM 121 OF THE SCHOOL OF EDUCATION.

Name (if you wish)_____
Soc. Sec. # (or student #)_____
Class_____
Sex_____
Major_____
Program (check one):

a. Alternative Schools, A. Donn Kesselheim _____
b. Early Childhood, David Day _____
c. Explorations!, Marsha and Jeffrey Goodman _____
d. Fitchburg Teacher Exchange, Barbara Roberts _____
e. Individualized Programs, Undergraduate Affairs Office _____
f. International Education, Walt Johnson _____
g. Mark's Meadow, Mike Greenebaum _____
h. Martha's Vineyard, Donald Cuniff _____
i. Masters in Arts of Teaching, Jon Ball _____
j. Masters of Education Program Elementary Ed., R. Mason Bunker _____
k. Media Specialists Program for the Deaf, Anita Nourse _____
l. Model Elementary Teacher Ed. Program, William Masalski _____
m. Off-Campus K-12, William V. Fanslow, William E. Byxbee _____
n. S.H.P. Undergraduate Masters Teacher Ed. Program, M. Minor _____
o. Teacher Training for Distributive Education, Jack Hruska _____
p. Urban Education, Barbara Love _____

1. There is enough variety in programs.
2. TPPC provides clear and adequate advice which has enabled me to select the right program.
3. TPPC adequately advertises the alternative centers and programs.
4. I chose my program carefully.

COMMENTS:

I was substantially influenced by the following considerations in the selection of my program (5-19):

5. Resources (such as audio/visual aids, grants).
6. Faculty and staff.
7. Field experience opportunities (such as student teaching).
8. Courses offered.
9. Structure of program.
10. Goals and purposes of program.
11. Future career plans.
12. Advisor recommendation.
13. Advice from friends.
14. Challenge.
15. Number of semesters to degree completion.
16. Weekly time commitment.
17. The program required minimal effort and this fit with other personal plans.
18. Methods of evaluating students.
19. The program had space for me.

COMMENTS:

20. The program I chose was my first choice.
21. I have received adequate information to enable me to correctly understand the goals and purposes of my program.
22. The program and its goals and purposes have changed.
23. There is a good fit between the program and me with respect to goals and purposes.
24. There is a correspondence between the goals of the program and the day to day means of achieving those goals.
25. There are opportunities for peer advisement and sharing within the program.
26. There is individual help and consideration from the program staff when needed.
27. There are adequate means for evaluations by students and for criticisms to be heard.

28. The program and staff are responsive to criticism and changing needs.
29. The program staff offers continuous and ongoing evaluation of my activities.

Theory experiences (methods courses, sociological and psychological foundations, etc.) offered by the program are (30-33):

30. Useful to my future plans.
31. Relevant to my chosen field experiences (such as student teaching).
32. Timely in relationship to my other activities in the program.
33. Fun and interesting.

34. My program has adequate community, School of Ed. and University resources (such as the library, audio/visual aids, materials, personnel).
35. My program makes the resources of question 34 available to me.

COMMENTS:

36. There is a wide enough choice of field experiences to accommodate my needs.
37. My field experiences provide me with learning experiences I need to fulfill my personal objectives.
38. The choice of field experiences included challenging, exciting, and diverse experiences.
39. The duration of field experiences is too long.
40. The duration of field experiences is too short.
41. There is adequate advising in my program to determine a choice of field experience.
42. My field experiences are more important and meaningful than what I do on campus.

COMMENTS:

I feel lost and unconnected with program and Ed. School activities because of (43-46):

43. Lack of communication from administration and staff.
44. Lack of program coherency.
45. Lack of program/school structure.
46. Lack of personal guidance in clarifying personal goals and planning.

47. I intend to acquire certification in Elementary Ed.
48. I intend to acquire certification in Secondary Ed.
49. Reorganization of the School of Ed. into the 14 alternative programs has made my educational experiences more meaningful.
50. My program is important to me.
51. My program has helped me make use of the School of Ed.
52. This questionnaire addresses problems of concern to me.
53. This questionnaire should include the following questions.

54. I would like to see the creation of a program such as:

TPPC Evaluation Questionnaire

The following report is an analysis of the TPPC Evaluation Questionnaire administered in the fall semester of 1971.

The questions are numbered from 1 through 52 down the left hand column of the pages. The responses (1 = strongly agree, 2 = agree, etc.) are listed across the top. The questions and possible responses (numbers 1-5) can be found on the attached questionnaire.

The number and percentage entered under, for example, Question 1 - Response 1 refer to the number of people who responded "strongly agree" (Response 1) to "There is enough variety in programs" (Question 1) and what percentage of the total number of responding people in the program they constitute. The percentages have been rounded off to the nearest whole number for ease of reading.

PROGRAM: Masters in Education - Mason Dunbar Total Responding: 5

	Responses										Blank	
	1		2		3		4		5			
Question 1	3	60%	1	20%							1	20%
2	2	40%	2	40%	1	20%						
3	1	20%	3	60%	1	20%						
4	3	60%	1	20%							1	20%
5			3	60%	2	40%						
6	2	40%	2	40%	1	20%						
7	3	60%	1	20%							1	20%
8	1	20%	3	60%							1	20%
9			4	80%							1	20%
10	3	60%			1	20%					1	20%
11	3	60%			1	20%					1	20%
12			1	20%	3	60%					1	20%
13			1	20%	2	40%			1	20%	1	20%
14	1	20%	2	40%	1	20%					1	20%
15			2	40%	2	40%					1	20%
16					4	80%					1	20%
17			1	20%	2	40%			1	20%	1	20%
18			1	20%	3	60%					1	20%
19			1	20%	2	40%	1	20%			1	20%

PROGRAM: Masters in Education (continued)

	Responses										Blank	
	1		2		3		4		5			
Question 20	3	60%	1	20%							1	20%
21	3	60%	1	20%							1	20%
22					1	20%	3	60%			1	20%
23	1	20%	3	60%							1	20%
24	1	20%	3	60%							1	20%
25	1	20%	3	60%							1	20%
26	2	40%	2	40%							1	20%
27			3	60%			1	20%			1	20%
28			3	60%			1	20%			1	20%
29			2	40%			2	40%			1	20%
30	2	40%	2	40%							1	20%
31	1	20%	3	60%							1	20%
32	1	20%	2	40%	1	20%					1	20%
33	1	20%	3	60%							1	20%
34	1	20%	3	60%							1	20%
35			4	80%							1	20%
36	1	20%	4	80%								
37	1	20%	3	60%							1	20%
38			4	80%							1	20%

PROGRAM: Masters in Education (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39			1	20%	3	60%					1	20%
40					3	60%	1	20%			1	20%
41			2	40%	2	40%					1	20%
42			1	20%	2	40%	1	20%			1	20%
43					2	40%	2	40%			1	20%
44					1	20%	1	20%	2	40%	1	20%
45			1	20%	1	20%	2	40%			1	20%
46							4	80%			1	20%
47	3	60%	1	20%							1	20%
48					1	20%	2	40%	1	20%	1	20%
49	2	40%	1	20%	1	20%					1	20%
50	3	60%	1	20%							1	20%
51	2	40%	2	40%							1	20%
52			4	80%							1	20%

PROGRAM: Martha's Vineyard - Donald Cuniff Total Respondings: 6

	Responses											
	1		2		3		4		5		Blank	
Question 1	2	33%	3	50%							1	17%
2			2	33%			3	50%			1	17%
3	1	17%	1	17%	1	17%	2	33%			1	17%
4	3	50%	2	33%							1	17%
5			2	33%	1	17%	2	33%			1	17%
6	2	33%	2	33%	1	17%					1	17%
7	5	83%									1	17%
8	3	50%	2	33%							1	17%
9	5	83%									1	17%
10	5	83%									1	17%
11	1	17%	3	50%	1	17%					1	17%
12	1	17%					1	17%	3	50%	1	17%
13			2	33%	2	33%	1	17%			1	17%
14	1	17%	4	67%							1	17%
15					1	17%	3	50%	1	17%	1	17%
16					2	33%	3	50%			1	17%
17									5	83%	1	17%
18			2	33%	2	33%			1	17%	1	17%
19					2	33%	1	17%	2	33%	1	17%

PROGRAM: Martha's Vineyard (continued)

	Responses											
	1		2		3		4		5		Blank	
Question 20	4	67%	1	17%							1	17%
21	1	17%	4	67%							1	17%
22			3	50%			2	33%			1	17%
23			5	83%							1	17%
24			5	83%							1	17%
25	3	50%	2	33%							1	17%
26	3	50%	2	33%							1	17%
27	3	50%	2	33%							1	17%
28	5	83%	1	17%								
29	2	33%	2	33%	1	17%	1	17%				
30	2	33%	4	67%								
31	2	33%	4	67%								
32	1	17%	3	50%	2	33%						
33	1	17%	3	50%	2	33%						
34			1	17%			2	33%	3	50%		
35			3	50%	2	33%			1	17%		
36	2	33%	4	67%								
37	3	50%	3	50%								
38	3	50%	3	50%								

PROGRAM: Martha's Vineyard (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39							3	50%	3	50%		
40							3	50%	3	50%		
41	3	50%	3	50%								
42	6	100%										
43			2	33%	2	33%	2	33%				
44							6	100%				
45			1	17%			5	83%				
46			1	17%			2	33%	3	50%		
47	4	67%	2	33%								
48	1	17%	1	17%	1	17%	1	17%	1	17%	1	17%
49	3	50%	3	50%								
50	5	83%	1	17%								
51	1	17%			2	33%			3	50%		
52	1	17%	4	67%	1	17%						

PROGRAM: Explorations! - Jeff and Maraba Forest Total Responding: 22

	Responses											
	1		2		3		4		5		blank	
Question 1	7	32%	7	32%	6	27%	2	9%				
2	1	5%	3	14%	12	55%	4	18%	2	9%		
3	3	14%	5	23%	4	18%	6	27%	4	18%		
4	9	41%	7	33%	2	9%	3	14%			1	5%
5	4	18%			3	14%	7	32%	8	36%		
6	6	27%	9	41%	4	18%	2	9%	1	5%		
7	14	64%	6	27%	1	5%			1	5%		
8	4	18%	11	50%	3	14%	3	14%	1	5%		
9	17	77%	5	23%								
10	15	68%	7	32%								
11	6	27%	8	36%	4	18%	3	14%	1	5%		
12	2	9%	1	5%	5	23%	3	14%	11	50%		
13	4	18%	4	18%	4	18%	5	23%	5	23%		
14	8	36%	8	36%	3	14%	1	5%	2	9%		
15	1	5%	4	18%	7	32%	5	23%	5	23%		
15	3	14%	10	45%	2	9%	1	5%	6	27%		
17	3	14%	2	9%	5	23%	2	9%	10	45%		
18	8	36%	5	23%	4	18%	3	14%	2	9%		
19	5	23%			6	27%	3	14%	8	36%		

PROGRAM: Explorations! (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	15	68%	6	27%			1	5%				
21	14	64%	6	27%	1	5%			1	5%		
22	1	5%	3	14%	2	9%	11	50%	5	23%		
23	11	50%	9	41%			1	5%	1	5%		
24	6	27%	12	55%	1	5%	2	9%	1	5%		
25	17	77%	4	18%			1	5%				
26	16	73%	6	27%								
27	14	64%	8	36%								
28	15	68%	4	18%	1	5%	2	9%				
29	5	23%	6	27%	3	14%	5	23%	3	14%		
30	3	14%	12	55%	5	23%			2	9%		
31	6	27%	7	32%	5	23%	1	5%	2	9%	1	5%
32	3	14%	7	32%	5	23%	2	9%	4	18%	1	5%
33	5	23%	9	41%	5	23%	2	9%	1	5%		
34	10	45%	6	27%	4	18%	1	5%	1	5%		
35	6	27%	7	32%	5	23%	1	5%	2	9%	1	5%
36	15	68%	7	32%								
37	13	59%	6	27%	2	9%	1	5%				
38	13	59%	7	32%	2	9%						

PROGRAM: Explorations! (continued)

	Responses											
	1		2		3		4		5		blank	
uestion 39			1	5%	10	45%	3	14%	8	36%		
40	3	14%	2	9%	11	50%	1	5%	5	23%		
41	7	32%	9	41%	1	5%	3	14%	2	9%		
42	10	45%	7	32%	3	14%	1	5%	1	5%		
43	2	9%			4	18%	8	36%	8	36%		
44	1	5%	1	5%	5	23%	6	27%	9	41%		
45	3	14%	1	5%	2	9%	9	41%	7	32%		
46	2	9%	3	14%	3	14%	6	27%	8	36%		
47	12	55%	3	14%	3	14%	1	5%	2	9%	1	5%
48	5	23%	2	9%	6	27%			9	41%		
49	11	50%	8	36%	2	9%			1	5%		
50	16	73%	5	23%	1	5%						
51	10	45%	7	32%	2	9%	1	5%	2	9%		
52	5	23%	9	41%	6	27%	1	5%	1	5%		

PROGRAM: Urban Education - Barbara Love Total Responding: 10

	Responses											
	1		2		3		4		5		blank	
Question 1	3	30%	7	70%								
2	1	10%	5	50%	2	20%			2	20%		
3	2	20%	4	40%	2	20%	1	10%	1	10%		
4	3	30%	6	60%			1	10%				
5					4	40%	5	50%			1	10%
6	2	20%	4	40%	3	30%	1	10%				
7	4	40%	3	30%	1	10%	2	20%				
8	3	30%	4	40%	1	10%	2	20%				
9	2	20%	8	80%								
10	5	50%	5	50%								
11	4	40%	4	40%	1	10%	1	10%				
12			2	20%	4	40%	4	40%				
13			1	10%	5	50%	3	30%	1	10%		
14	1	10%	5	50%	3	30%	1	10%				
15	1	10%	1	10%	5	50%	3	30%				
16			1	10%	3	30%	4	40%	2	20%		
17			1	10%	3	30%	3	30%	3	30%		
18			1	10%	5	50%	4	40%				
19	1	10%	2	20%	2	20%	3	30%	2	20%		

PROGRAM: Urban Education (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	5	50%	2	20%			1	10%	1	10%	1	10%
21	3	30%	5	50%					1	10%	1	10%
22			1	10%	2	20%	4	40%	2	20%	1	10%
23	3	30%	5	50%					1	10%	1	10%
24	1	10%	7	70%					1	10%	1	10%
25	2	20%	3	30%	3	30%	1	10%			1	10%
26	1	10%	4	40%	3	30%	1	10%			1	10%
27	2	20%	3	30%	2	20%	2	20%			1	10%
28	1	10%	3	30%	5	50%					1	10%
29			2	20%	4	40%	2	20%	1	10%	1	10%
30	5	50%	4	40%							1	10%
31	6	60%	3	30%							1	10%
32	2	20%	4	40%	2	20%			1	10%	1	10%
33	3	30%	5	50%	1	10%					1	10%
34	1	10%	2	20%	4	40%	2	20%			1	10%
35			2	20%	7	70%					1	10%
36	1	10%	7	70%							2	20%
37	4	40%	3	30%	1	10%					2	20%
38	4	40%	1	10%	2	20%	1	10%			2	20%

PROGRAM: Urban Education (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					3	30%	3	30%	2	20%	2	20%
40			3	30%	3	30%	1	10%	1	10%	2	20%
41			4	40%	3	30%	1	10%			2	20%
42	2	20%	5	50%	1	10%					2	20%
43	2	20%	1	10%			5	50%			2	20%
44			1	10%	1	10%	6	60%			2	20%
45			2	20%			6	60%			2	20%
46			2	20%	2	20%	4	40%			2	20%
47	5	50%	1	10%			1	10%	2	20%	1	10%
48	1	10%	1	10%	1	10%	1	10%	5	50%	1	10%
49	4	40%	1	10%	3	30%			1	10%	1	10%
50	5	50%	4	40%							1	10%
51	3	30%	5	50%	1	10%					1	10%
52	2	20%	4	40%			3	30%			1	10%

PROGRAM: METEP - Bill Masalaki Total Responding: 27

	Responses											
	1		2		3		4		5		blank	
Question 1	9	33%	15	56%	2	7%					1	4%
2	4	15%	3	11%	4	15%	7	26%	8	30%	1	4%
3	2	7%	5	19%	5	19%	8	30%	6	22%	1	4%
4	4	15%	13	48%	1	4%	8	30%			1	4%
5	1	4%	1	4%	10	37%	10	37%	5	19%		
6	7	26%	16	59%	1	4%	1	4%	2	7%		
7	10	37%	10	37%	2	7%	2	7%	3	11%		
8	5	19%	16	59%	1	4%	5	19%				
9	9	33%	15	56%	1	4%	2	7%				
10	11	41%	13	48%	2	7%			1	4%		
11	9	33%	14	52%	3	11%	1	4%				
12	1	4%	5	19%	8	30%	6	22%	6	22%	1	4%
13	2	7%	6	22%	7	26%	6	22%	6	22%		
14	5	19%	13	48%	8	30%	1	4%				
15	3	11%	9	33%	11	41%	1	4%	3	11%		
16			7	26%	10	37%	6	22%	4	15%		
17			2	7%	3	11%	14	52%	8	30%		
18	1	4%	8	30%	8	30%	4	15%	6	22%		
19	2	7%	9	33%	5	19%	7	26%	4	15%		

PROGRAM: METEP (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	14	52%	8	30%	1	4%	4	15%				
21	11	41%	15	56%	1	4%						
22			8	30%	1	4%	15	56%	3	11%		
23	6	22%	17	63%	2	7%	1	4%	1	4%		
24	6	22%	16	59%	2	7%			2	7%	1	4%
25	14	52%	12	44%	1	4%						
26	14	52%	10	37%	2	7%	1	4%				
27	10	37%	9	33%	3	11%	5	19%				
28	14	52%	12	44%			1	4%				
29	7	26%	13	48%	4	15%	2	7%	1	4%		
30	9	33%	15	56%	2	7%	1	4%				
31	11	41%	12	44%	3	11%	1	4%				
32	4	15%	16	59%	4	15%	2	7%	1	4%		
33	13	48%	10	37%	3	11%					1	4%
34	5	19%	14	52%	2	7%	4	15%	1	4%	1	4%
35	7	26%	14	52%	3	11%	2	7%			1	4%
36	6	22%	14	52%	2	7%	3	11%	1	4%	1	4%
37	6	22%	8	30%	9	33%	3	11%			1	4%
38	6	22%	11	41%	5	19%	4	15%			1	4%

PROGRAM: METEP (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					8	30%	15	56%	3	11%	1	4%
40	1	4%	1	4%	8	30%	13	48%	3	11%	1	4%
41	3	11%	9	33%	4	15%	9	33%	1	4%	1	4%
42	5	19%	7	26%	7	26%	6	22%	1	4%	1	4%
43			5	19%	3	11%	12	44%	6	22%	1	4%
44			1	4%	3	11%	16	59%	6	22%	1	4%
45			7	26%	2	7%	12	44%	5	19%	1	4%
46	3	11%	6	22%	3	11%	8	30%	6	22%	1	4%
47	17	63%	7	26%	2	7%					1	4%
48					6	22%	8	30%	12	44%	1	4%
49	7	26%	9	33%	9	33%	1	4%			1	4%
50	16	59%	8	30%	1	4%	1	4%			1	4%
51	11	41%	11	41%	2	7%	2	7%			1	4%
52	2	7%	12	44%	5	19%	5	19%	1	4%	2	7%

PROGRAM: MAT - Jon Ball — Total Responding: 12

	Responses											
	1		2		3		4		5		blank	
Question 1	2	17%	5	42%	5	42%						
2					6	50%	5	42%	1	8%		
3			3	25%	6	50%	2	17%	1	8%		
4	8	67%	3	25%			1	8%				
5					4	33%	6	50%	2	17%		
6	5	42%	4	33%	2	17%	1	8%				
7	9	75%	2	17%			1	8%				
8			5	42%	6	50%	1	8%				
9	8	67%	3	25%	1	8%						
10	7	58%	5	42%								
11	3	25%	7	58%	1	8%	1	8%				
12	1	8%	3	25%	5	42%	2	17%	1	8%		
13			7	58%	3	25%	2	17%				
14	2	17%	6	50%	4	33%						
15	2	17%	5	42%	3	25%	2	17%				
16			2	17%	5	42%	4	33%	1	8%		
17			1	8%	3	25%	4	33%	4	33%		
18			6	50%	3	25%	3	25%				
19	1	8%	2	17%	4	33%	1	8%	3	25%	1	8%

PROGRAM: MAT (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	12	100%										
21	5	42%	7	58%								
22	1	8%	2	17%	3	25%	5	42%	1	8%		
23	4	33%	5	42%	2	17%	1	8%				
24	2	17%	5	42%	2	17%	2	17%	1	8%		
25	8	67%	3	25%	1	8%						
26	6	50%	3	25%	1	8%	2	17%				
27	6	50%	5	42%	1	8%						
28	6	50%	4	33%	2	17%						
29			5	42%	3	25%	3	25%	1	8%		
30			4	33%	6	50%	2	17%				
31			4	33%	6	50%	2	17%				
32			2	17%	8	67%	2	17%				
33			5	42%	5	42%	1	8%	1	8%		
34			2	17%	3	25%	5	42%	2	17%		
35	1	8%	4	33%	3	25%	4	33%				
36	6	50%	6	50%								
37	5	42%	6	50%			1	8%				
38	6	50%	4	33%	1	8%	1	8%				

PROGRAM: MAT (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					4	33%	4	33%	3	25%	1	8%
40					5	42%	4	33%	2	17%	1	8%
41	1	8%	5	42%	2	17%	4	33%				
42	4	33%	7	58%	1	8%						
43			4	33%	3	25%	3	25%	1	8%	1	8%
44			2	17%	3	25%	5	42%	1	8%	1	8%
45			2	17%	4	33%	4	33%	1	8%	1	8%
46			4	33%	3	25%	3	25%	1	8%	1	8%
47	4	33%	4	33%	2	17%	1	8%	1	8%		
48	5	42%	5	42%	1	8%			1	8%		
49	1	8%	2	17%	7	58%	2	17%				
50	7	58%	4	33%			1	8%				
51	1	8%	3	25%	3	25%	4	33%	1	8%		
52	2	17%	5	42%	2	17%	2	17%			1	8%

PROGRAM: International Education - George Urch Total Responding: 13

	Responses 1		2		3		4		5		blank
Question 1	8	62%	5	38%							
2	1	8%	7	54%	3	23%	2	15%			
3	2	15%	8	62%			3	23%			
4	5	38%	6	46%	1	8%	1	8%			
5			3	23%	4	31%	5	38%	1	8%	
6	4	31%	4	31%	4	31%	1	8%			
7	4	31%	5	38%	2	15%	2	15%			
8			10	77%	2	15%	1	7%			
9	1	8%	7	54%	5	38%					
10	7	54%	5	38%	1	8%					
11	4	31%	7	54%	2	15%					
12	1	8%	3	23%	5	38%	4	31%			
13			3	23%	8	62%	2	15%			
14	2	15%	7	54%	4	31%					
15	1	8%	4	31%	3	23%	3	23%	2	15%	
16			4	31%	4	31%	4	31%	1	8%	
17			2	15%	3	23%	6	46%	2	15%	
18	2	15%	3	23%	6	46%	2	15%			
19	1	8%	5	38%	5	38%	1	7%	1	7%	

PROGRAM: International Education (continued)

	Responses 1		2		3		4		5		blank	
Question 20	7	54%	5	38%	1	8%						
21	5	38%	7	54%			1	8%				
22	1	8%	2	15%	3	23%	7	54%				
23	3	23%	10	76%								
24	2	15%	8	62%	3	23%						
25	6	46%	6	46%			1	8%				
26	8	62%	4	31%			1	8%				
27	5	38%	6	46%	1	8%	1	8%				
28	7	54%	5	38%	1	8%						
29	2	15%	8	62%	2	15%	1	8%				
30	4	31%	9	70%								
31	3	23%	9	69%	1	8%						
32	2	15%	10	77%			1	8%				
33	4	31%	9	69%								
34	6	46%	7	54%								
35	6	46%	6	46%	1	8%						
36	4	31%	8	62%	1	8%						
37	5	38%	7	54%							1	8%
38	5	38%	5	38%	1	8%	1	8%			1	8%

PROGRAM: International Education (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39			2	15%	4	31%	5	38%	1	8%	1	8%
40	1	8%	3	23%	5	38%	3	23%			1	8%
41	4	31%	7	54%	1	8%	1	8%				
42	3	23%	5	38%	3	23%	1	8%			1	8%
43			4	31%			4	31%	5	38%		
44			3	23%			7	54%	3	23%		
45			4	31%			6	46%	3	23%		
46			2	15%	1	8%	5	38%	5	38%		
47	6	46%	4	31%			2	15%	1	8%		
48	2	15%	1	8%	2	15%	4	31%	3	23%	1	8%
49	6	46%	4	31%	3	23%						
50	6	46%	7	54%								
51	6	46%	6	46%			1	8%				
52	4	31%	5	38%	2	15%	2	15%				

PROGRAM: Media Specialists Program for Deaf - Anita Largent Total Responding: 12

	Responses											
	1		2		3		4		5		blank	
Question 1	1	8%	8	67%	1	8%	2	17%				
2	2	17%	1	8%	5	42%	3	25%	1	8%		
3	1	8%	1	8%	5	42%	4	33%	1	8%		
4	8	67%	3	25%	1	8%						
5	3	25%	6	50%			1	8%	2	17%		
6	2	17%	5	42%	4	33%					1	8%
7	4	33%	6	50%	1	8%					1	8%
8	5	42%	6	50%	1	8%						
9	7	58%	4	33%	1	8%						
10	9	75%	2	17%	1	8%						
11	8	67%	3	25%	1	8%						
12			4	33%	4	33%			3	25%	1	8%
13			2	17%	2	17%	3	25%	5	42%		
14	5	42%	6	50%	1	8%						
15	2	17%	4	33%	1	8%	2	17%	2	17%	1	8%
16			1	8%	5	42%	4	33%	2	17%		
17	1	8%					2	17%	9	75%		
18			3	25%	5	42%			4	33%		
19	1	8%	2	17%	5	42%	1	8%	2	17%	1	8%

PROGRAM: Media for the Deaf (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	8	67%	2	17%			1	8%	1	8%		
21	2	17%	9	75%					1	8%		
22			1	8%	2	17%	7	58%	2	17%		
23	6	50%	5	42%	1	8%						
24	3	25%	6	50%	2	17%	1	8%				
25	2	17%	10	83%								
26	7	58%	3	25%	1	8%	1	8%				
27	7	58%	4	33%	1	8%						
28	7	58%	3	25%			1	8%	1	8%		
29	1	8%	5	42%	4	33%	2	17%				
30	3	25%	6	50%	2	17%			1	8%		
31	3	25%	5	42%	2	17%	2	17%				
32	2	17%	2	17%	3	25%	4	33%	1	8%		
33	2	17%	1	8%	4	33%	3	25%	1	8%	1	8%
34	5	42%	4	33%			1	8%	1	8%	1	8%
35	6	50%	4	33%					1	8%	1	8%
36	3	25%	7	58%	1	8%					1	8%
37	4	33%	7	58%							1	8%
38	4	33%	7	58%							1	8%

PROGRAM: Media for the Deaf (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					1	8%	7	58%	3	25%	1	8%
40	2	17%	2	17%	2	17%	4	33%	1	8%	1	8%
41	6	50%	1	8%	3	25%	1	8%			1	8%
42	2	17%	4	33%			5	42%			1	8%
43			1	8%	1	8%	6	50%	3	25%	1	8%
44					4	33%	7	58%			1	8%
45			2	17%	4	33%	3	25%	2	17%	1	8%
46			2	17%	2	17%	7	58%			1	8%
47	3	25%	1	8%	2	17%	3	25%	2	17%	1	8%
48					1	8%	6	50%	4	33%	1	8%
49	3	25%	2	17%	2	17%	1	8%	3	25%	1	8%
50	10	83%	1	8%							1	8%
51	1	8%	3	25%	2	17%	3	25%	2	17%	1	8%
52	1	8%	2	17%	3	25%	2	17%	1	8%	3	25%

PROGRAM: Mark's Meadow - Mike Greenebaum Total Responding: 45

	Responses											
	1		2		3		4		5		blank	
Question 1	12	27%	22	49%			8	18%	3	7%		
2	4	9%	14	31%	9	20%	12	27%	6	13%		
3	4	9%	19	42%	6	13%	14	31%	2	4%		
4	16	36%	23	51%	3	7%	3	7%				
5	3	7%	7	16%	19	42%	9	20%	6	13%	1	2%
6	11	24%	19	42%	7	16%	5	11%	3	7%		
7	27	60%	13	29%	3	7%	1	2%	1	2%		
8	10	22%	23	51%	7	16%	3	7%	2	4%		
9	21	47%	20	44%	2	4%	2	4%				
10	27	60%	16	36%	1	2%	1	2%				
11	28	57%	17	35%	2	4%	1	2%	1	2%		
12	3	6%	8	16%	12	24%	12	24%	14	29%		
13	3	6%	8	16%	13	27%	13	27%	12	24%		
14	5	10%	23	47%	15	31%	4	8%	2	4%		
15	4	8%	19	39%	10	20%	7	14%	9	18%		
16	2	4%	6	12%	16	33%	14	29%	11	22%		
17					6	12%	11	22%	32	65%		
18	3	6%	6	12%	15	31%	10	20%	15	31%		
19	3	6%	12	24%	8	16%	11	22%	15	31%		

PROGRAM: Mark's Meadow (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	38	78%	8	16%			3	6%				
21	23	47%	18	37%	2	4%	6	12%				
22			8	16%	9	18%	21	43%	11	22%		
23	10	20%	27	55%	8	16%	2	4%	2	4%		
24	8	16%	24	49%	10	20%	7	14%				
25	14	29%	22	45%	2	4%	10	20%			1	2%
26	15	31%	28	57%	1	2%	5	10%				
27	11	22%	27	55%	7	14%	4	8%				
28	13	27%	20	41%	12	25%	4	8%				
29	5	10%	24	49%	11	22%	6	12%	2	4%	1	2%
30	13	27%	25	51%	8	16%	2	4%	1	2%		
31	15	31%	23	47%	8	16%	2	4%	1	2%		
32	6	12%	18	37%	12	24%	10	20%	3	6%		
33	10	20%	20	41%	10	20%	4	8%	5	10%		
34	12	24%	32	65%	5	10%						
35	12	24%	26	53%	8	16%	3	6%				
36	10	20%	21	43%	6	12%	10	20%	2	4%		
37	10	20%	30	61%	6	12%	3	6%				
38	13	27%	20	41%	12	24%	4	8%				

PROGRAM: Mark's Meadow -(continued)

	Responses											
	1		2		3		4		5		blank	
Question 39			4	8%	12	24%	21	43%	12	24%		
40	2	4%	4	8%	13	27%	20	41%	9	18%	1	2%
41	8	16%	16	32%	15	31%	9	18%	1	2%		
42	10	20%	18	37%	7	14%	10	20%	4	8%		
43	5	10%	12	24%	5	10%	22	45%	5	10%		
44			6	12%	10	20%	26	53%	7	14%		
45	4	8%	6	12%	10	20%	22	45%	7	14%		
46	5	10%	12	24%	8	16%	16	33%	8	16%		
47	39	80%	8	16%					2	4%		
48			2	4%	5	10%	15	31%	26	53%	1	2%
49	13	27%	18	37%	12	24%	3	6%	2	4%	1	2%
50	26	53%	18	37%	4	8%	1	2%				
51	18	37%	16	33%	9	18%	6	12%				
52	7	14%	18	37%	11	22%	10	20%	2	4%	1	2%

PROGRAM: Individualized Program Total Responding: 83

	Responses											
	1		2		3		4		5		blank	
Question 1	19	23%	40	48%	10	12%	11	13%	3	4%		
2	4	5%	11	13%	11	13%	28	34%	28	34%	1	1%
3	5	6%	18	22%	16	19%	28	34%	15	18%	1	1%
4	10	12%	31	37%	19	23%	13	16%	8	10%	2	2%
5	1	1%	4	5%	39	47%	19	23%	20	24%		
6	1	1%	19	23%	25	30%	24	29%	13	16%	1	1%
7	14	17%	22	27%	25	30%	11	13%	11	13%		
8	7	8%	28	34%	24	29%	13	16%	9	11%	2	2%
9	12	15%	34	41%	20	24%	10	12%	6	7%	1	1%
10	11	13%	38	46%	21	25%	4	5%	8	10%	1	1%
11	21	25%	41	49%	9	11%	4	9%	7	8%	1	1%
12	4	5%	11	13%	30	36%	22	27%	15	18%	1	1%
13	4	5%	18	22%	29	35%	19	23%	12	14%	1	1%
14	5	6%	15	18%	33	40%	18	22%	11	13%	1	1%
15	17	20%	17	20%	26	31%	15	18%	6	7%	2	2%
16	6	7%	7	8%	33	40%	22	27%	13	16%	2	2%
17	4	5%	8	10%	24	29%	30	36%	16	19%	1	1%
18			6	7%	43	52%	21	25%	11	13%	2	2%
19	12	14%	20	24%	25	30%	13	16%	11	13%	2	2%

PROGRAM: Individualized (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	36	43%	24	29%	8	10%	8	10%	5	6%	2	2%
21	7	8%	28	34%	12	14%	20	24%	15	18%	1	1%
22	5	6%	13	16%	49	59%	13	16%	2	2%	1	1%
23	13	16%	29	35%	28	34%	8	10%	4	5%	1	1%
24	6	7%	19	23%	43	52%	11	13%	3	4%	1	1%
25	9	11%	32	39%	20	24%	14	17%	7	8%	1	1%
26	6	7%	14	17%	30	36%	18	22%	12	14%	3	4%
27	5	6%	28	34%	29	35%	15	18%	5	6%	1	1%
28	8	10%	18	22%	39	47%	10	12%	6	7%	2	2%
29	2	2%	14	17%	32	39%	22	27%	9	11%	4	5%
30	16	19%	44	53%	12	14%	8	10%	3	4%		
31	14	17%	44	53%	18	22%	3	4%	3	4%	1	1%
32	11	13%	22	27%	32	39%	13	16%	5	6%		
33	10	12%	38	46%	21	25%	5	6%	7	8%	2	2%
34	8	10%	31	37%	28	34%	9	11%	4	5%	3	4%
35	3	4%	25	30%	33	40%	11	13%	5	6%	6	7%
36	5	6%	31	38%	24	29%	13	16%	3	4%	7	8%
37	8	10%	36	43%	24	29%	6	7%	2	2%	7	8%
38	5	6%	32	39%	28	34%	8	10%	5	6%	5	6%

PROGRAM: Individualized Program (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39	6	7%	2	2%	36	43%	24	29%	11	13%	4	5%
40	7	8%	8	10%	34	41%	20	24%	9	11%	5	6%
41	3	4%	16	19%	20	24%	22	27%	17	20%	5	6%
42	18	22%	20	24%	25	30%	10	12%	5	6%	5	6%
43	29	35%	31	37%	10	12%	7	8%	5	6%	1	1%
44	20	24%	20	24%	24	29%	15	18%	3	4%	1	1%
45	23	28%	19	23%	17	20%	17	20%	6	7%	1	1%
46	27	33%	22	27%	15	18%	11	13%	5	6%	3	4%
47	44	53%	11	13%	3	4%	8	10%	12	14%	5	6%
48	18	22%	8	10%	10	12%	13	16%	32	39%	2	2%
49	2	2%	13	16%	45	54%	12	14%	10	12%	1	1%
50	18	22%	32	39%	25	30%	6	7%	1	1%	1	1%
51	6	7%	22	27%	23	28%	16	19%	13	16%	3	4%
52	8	10%	34	41%	20	24%	7	8%	10	12%	4	5%

PROGRAM: Off-Campus Program - Bill Fanslow Total Responding: 14

	Responses											
	1		2		3		4		5		blank	
Question 1	8	57%	3	22%	2	14%	1	7%				
2			4	29%	4	29%	5	36%	1	7%		
3	1	7%	6	43%	3	21%	2	14%	2	14%		
4			7	50%	2	14%	4	29%			1	7%
5			3	21%	2	14%	6	43%	2	14%	1	7%
6			6	43%	7	50%	1	7%				
7	7	50%	5	36%	1	7%	1	7%				
8			4	29%	6	43%	4	29%				
9			5	36%	2	14%	5	36%	2	14%		
10			6	43%	4	29%	2	14%	2	14%		
11	2	14%	11	79%	1	7%						
12					5	36%	9	64%				
13			6	43%	2	14%	5	36%	1	7%		
14			7	50%	4	29%	2	14%	1	7%		
15			3	21%	6	43%	4	29%	1	7%		
16			3	21%	4	29%	5	36%	2	14%		
17	2	14%	2	14%	3	21%	5	36%	2	14%		
18	1	7%	2	14%	7	50%	4	29%				
19	2	14%	3	21%	4	29%	4	29%	1	7%		

PROGRAM: Off-Campus (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	8	57%	3	21%	1	7%	1	7%	1	7%		
21			6	43%	4	29%	3	21%	1	7%		
22	2	14%	2	14%	5	36%	4	29%	1	7%		
23			6	43%	6	43%	1	7%	1	7%		
24			1	7%	6	43%	5	36%	2	14%		
25	1	7%	8	57%	1	7%	4	29%				
26	3	21%	8	57%	1	7%	2	14%				
27	5	36%	6	43%	2	14%	1	7%				
28	6	43%	7	50%					1	7%		
29			4	29%	3	21%	6	43%	1	7%		
30	3	21%	2	14%	3	21%	3	21%	2	14%	1	7%
31	3	21%	3	21%	1	7%	5	36%	1	7%	1	7%
32			3	21%	5	36%	3	21%	2	14%	1	7%
33	2	14%	1	7%	3	21%	4	29%	3	21%	1	7%
34	1	7%	6	43%	4	29%	2	14%			1	7%
35			3	21%	6	43%	3	21%	1	7%	1	7%
36	3	21%	7	50%	2	14%					2	14%
37	2	14%	7	50%	3	21%	1	7%			1	7%
38	4	29%	5	36%	3	21%	1	7%			1	7%

PROGRAM: Off-Campus (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					5	36%	8	57%			1	7%
40			1	7%	4	29%	8	57%			1	7%
41	1	7%	2	14%	4	29%	5	36%	1	7%	1	7%
42	3	21%	2	14%	6	43%	2	14%			1	7%
43			7	50%	5	36%	2	14%				
44	4	29%	4	29%	3	21%	3	21%				
45	1	7%	4	29%	7	50%	2	14%				
46	3	21%	5	36%	3	21%	3	21%				
47	5	36%	1	7%	3	21%			4	29%	1	7%
48	5	36%	2	14%	2	14%			4	29%	1	7%
49	1	7%	7	50%	3	21%	2	14%			1	7%
50	6	43%	4	29%	3	21%					1	7%
51	2	14%	5	36%	3	21%	1	7%			3	21%
52	1	7%	5	36%			3	21%	1	7%	4	29%

PROGRAM: Early Childhood - Dave Day Total Responding: 2

	Responses										blank
	1		2		3		4		5		
Question 1	1	50%	1	50%							
2			1	50%					1	50%	
3			1	50%					1	50%	
4	1	50%			1	50%					
5					2	100%					
6			2	100%							
7	1	50%	1	50%							
8	1	50%	1	50%							
9	1	50%	1	50%							
10	1	50%	1	50%							
11	1	50%	1	50%							
12							2	100%			
13			1	50%			1	50%			
14	1	50%	1	50%							
15			1	50%	1	50%					
16					1	50%	1	50%			
17			1	50%					1	50%	
18					1	50%	1	50%			
19			2	100%							

PROGRAM: Early Childhood (continued)

	Responses										blank
	1		2		3		4		5		
Question 20	1	50%					1	50%			
21			2	100%							
22					1	50%	1	50%			
23			2	100%							
24			2	100%							
25			2	100%							
26					1	50%	1	50%			
27					2	100%					
28			1	50%	1	50%					
29					2	100%					
30	1	50%	1	50%							
31	1	50%	1	50%							
32	1	50%	1	50%							
33	1	50%			1	50%					
34			2	100%							
35			2	100%							
36			2	100%							
37			1	50%	1	50%					
38			2	100%							

PROGRAM: Early Childhood (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39					1	50%	1	50%				
40					1	50%	1	50%				
41			1	50%	1	50%						
42			1	50%	1	50%						
43			1	50%			1	50%				
44							2	100%				
45							2	100%				
46			1	50%			1	50%				
47			1	50%			1	50%				
48							2	100%				
49			2	100%								
50	1	50%	1	50%								
51			2	100%								
52			1	50%			1	50%				

PROGRAM: Alternative Schools - Donn Kesselheim Total Responding: 16

	Responses											
	1		2		3		4		5		blank	
Question 1	3	19%	8	50%	2	13%	2	13%	1	6%	0	0%
2	0	0%	6	38%	6	38%	2	13%	2	13%	0	0%
3	0	0%	7	44%	1	6%	7	44%	1	6%	0	0%
4	8	50%	5	31%	2	13%	1	6%	0	0%	0	0%
5	0	0%	4	25%	6	38%	2	13%	4	25%	0	0%
6	4	25%	10	63%	1	6%	0	0%	1	6%	0	0%
7	13	81%	2	13%	1	6%	0	0%	0	0%	0	0%
8	2	13%	7	44%	4	25%	3	19%	0	0%	0	0%
9	8	50%	5	31%	2	13%	1	6%	0	0%	0	0%
10	8	50%	7	44%	1	6%	0	0%	0	0%	0	0%
11	8	50%	5	31%	2	13%	1	6%	0	0%	0	0%
12	1	6%	1	6%	7	44%	3	19%	4	25%	0	0%
13	0	0%	2	13%	5	31%	5	31%	3	19%	1	6%
14	6	38%	7	44%	1	6%	1	6%	1	6%	0	0%
15	0	0%	2	13%	11	69%	2	13%	1	6%	0	0%
16	1	6%	2	13%	12	75%	0	0%	1	6%	0	0%
17	0	0%	1	6%	1	6%	8	50%	6	38%	0	0%
18	1	6%	3	19%	9	56%	2	13%	1	6%	0	0%
19	0	0%	3	19%	7	44%	5	31%	1	6%	0	0%

PROGRAM: Alternative Schools (continued)

	Responses											
	1		2		3		4		5		blank	
Question 20	10	63%	4	25%	0	0%	1	6%	1	6%	0	0%
21	4	25%	10	63%	0	0%	2	13%	0	0%	0	0%
22	0	0%	4	25%	3	19%	8	50%	1	6%	0	0%
23	2	13%	10	63%	2	13%	2	13%	0	0%	0	0%
24	0	0%	8	50%	4	25%	4	25%	0	0%	0	0%
25	7	44%	6	38%	2	13%	1	6%	0	0%	0	0%
26	6	38%	5	31%	2	13%	3	19%	0	0%	0	0%
27	5	32%	7	44%	3	19%	4	6%	0	0%	0	0%
28	3	19%	9	56%	2	13%	2	13%	0	0%	0	0%
29	0	0%	5	31%	5	31%	5	31%	1	6%	0	0%
30	2	13%	3	19%	8	50%	2	13%	1	6%	0	0%
31	1	6%	8	50%	4	25%	2	13%	1	6%	0	0%
32	1	6%	6	38%	7	43%	2	13%	0	0%	0	0%
33	1	6%	3	19%	7	44%	3	19%	2	13%	0	0%
34	2	13%	7	44%	5	31%	2	13%	0	0%	0	0%
35	2	13%	5	31%	8	50%	1	6%	0	0%	0	0%
36	4	25%	10	63%	1	6%	0	0%	1	6%	0	0%
37	8	50%	4	25%	4	25%	0	0%	0	0%	0	0%
38	10	63%	3	19%	2	13%	0	0%	1	6%	0	0%

PROGRAM: Alternative Schools (continued)

	Responses											
	1		2		3		4		5		blank	
Question 39	1	6%	1	6%	5	31%	5	31%	4	25%	0	0%
40	0	0%	2	13%	7	44%	4	25%	3	19%	0	0%
41	0	0%	5	31%	5	31%	4	25%	2	13%	0	0%
42	7	44%	3	19%	3	19%	2	13%	0	0%	1	6%
43	1	6%	5	31%	4	25%	5	31%	1	6%	0	0%
44	1	6%	2	13%	4	25%	8	50%	1	6%	0	0%
45	2	13%	0	0%	2	13%	10	63%	2	13%	0	0%
46	0	0%	2	13%	4	25%	7	44%	3	19%	0	0%
47	5	31%	3	19%	0	0%	4	25%	4	25%	0	0%
48	5	31%	7	44%	1	6%	2	13%	1	6%	0	0%
49	5	31%	7	44%	3	19%	1	6%	0	0%	0	0%
50	7	44%	6	38%	3	19%	0	0%	0	0%	0	0%
51	6	38%	4	25%	3	19%	3	19%	0	0%	0	0%
52	4	25%	4	25%	2	13%	3	19%	2	12%	1	6%

APPENDIX VIII.

Areas for Further Assessment

Grouping of Topics by Elements of Teacher Preparation

I. Issues, questions, hypotheses on the theoretical groundings for one or more programs.... philosophical; historical; sociological; psychological; biological; etc.

II. Issues, questions, hypotheses on the purposes for one or more programs .... concerning staff; college students; school children; schools; communities; the culture; etc.

III. Issues, questions, hypotheses on the curricula or components of one or more programs .... relation to purposes; descriptions of innovative components; sequences and interconnections of components; etc.

IV. Issues, questions, hypotheses on the resources (people, media, field sites, community institutions, etc.) of one or more programs .... development of materials; access to resources; etc.

V. Issues, questions, hypotheses on the student population of one or more programs .... selection; fits between students and program; advising; needs analysis; placement; etc.

VI. Issues, questions, hypotheses on the assessment of one or more programs .... techniques; instruments; sources of information; design; evaluation of processes; evaluation of student learnings; etc.

Grouping of Topics Using Explicit and Implicit Goals of TPPC

1. There should be a rationale underlying each teacher preparation program.

1a. There should be an opportunity to test a wide range of theories from varied perspectives: theories of individual change; of groups; of institutions; etc. Theories from academic disciplines concerned with human behavior and interaction: anthropology, political science, economics,

communications, psychology, sociology, history, biology, philosophy, etc.

2. There should be a relationship between the design of the program and larger concerns of the social order.

2a. There should be efforts to assess the effectiveness of programs in dealing with issues of racism.

2b. Programs should be provided that are relevant to alternative social needs, both present and future.

2c. Programs should be provided that reflect the needs of differing populations of school children and sub-cultures.

2d. There should be genuine alternatives as to means and as to ends for students and for staffs among the preparation programs.

3. There should be an emphasis on relating theories to practices, through student-staff involvement in field experiences.

3a. There should be an increase in fruitful relationships between the School of Education and the other institutions we work with (the rest of the University, Schools, etc.)

3b. Explorations of possible relationships between preservice and inservice teacher education should be encouraged.

4. There should be a reflective emphasis with planned approaches to assessment.

4a. Efforts should be encouraged to assess the longer term impact of programs on our college graduates, and on the learners they eventually work with.

4b. Efforts should be encouraged to assess whether differing programs have any differential effects on students.

4c. Efforts should be encouraged to study TPPC as an organizational model, including elements of administration, costs, etc.

5. There should be a greater emphasis on the significance of undergraduate

education at the School of Education.

5a. There should be increased involvement in teacher preparation by a wider variety of School of Education faculty, graduate students, centers, and programs.

5b. There should be an increase in staff and student opportunities to work together in smaller groupings and individual contacts.

APPENDIX IX.

1972-73 PROGRAM ENROLLMENT

PROGRAM	PRESENT ENROLLMENT
Explorations!	69
Fitchburg Exchange	16
Mark's Meadow	86
Media Specialists for the Deaf	23
Model Elementary Teacher Education Program	103
Alternative Schools	38
International Education	37
Off-Campus	224
Urban Education	130
Cooperative Education	33
Sociological, Historical, Philosophical	20
Agricultural Education	8
Reading Specialists	95
Amherst Elementary	115
Future Studies	41
Bilingual/Bicultural	8
11+ Project	15
Horizons-BDIC	51
Off-Campus: Massachusetts	60
Omnibus	7
Secondary English	75
Secondary Math	31
Secondary Social Studies	90

(1972-73 PROGRAM ENROLLMENT, con't)

Secondary Science	40
Education and Community Service	45
M.Ed. (Integrated Day)	15

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